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ABSTRACT

The activities on global awareness in this guide are designed for use in elementary grades in social studies, reading, language arts, and creative arts courses. The activities are organized into four major sections each of which addresses a specific goal. The four goals are: (1) to learn to recognize the interconnection between one's own life, one's society, and major global concerns such as environment, population, resources, and human rights; (2) to develop an understanding of basic human commonalities while recognizing the importance of individual and cultural differences; (3) to develop an awareness of how perceptions, values, and priorities differ among various individuals, groups, and cultures; and (4) to develop the skills that will enable students to respond creatively to local, national, and international events and to participate effectively at those levels. Examples of activities include having students collect pictures from magazines that depict the global effects and problems of pollution, interview community persons about changes that have occurred over the years, read folk tales, and celebrate holidays of different countries. (Author/RM)

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TEACHING GLOBAL AWARENESS: AN APPROACH FOR GRADES 1-6

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An Experimental Unit

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INTRODUCTION

Overview

This unit is organized around four central goals that encompass themes and concepts significant to global perspectives education. The four goals are:

1. To learn to recognize the interconnection between one's own life, one's society, and major global concerns such as environment, population, resources, and human rights.

2. To develop an understanding of basic human commonalities while recognizing the importance of individual and cultural differences.

3. To develop an awareness of how perceptions, values, and priorities differ among various individuals, groups, and cultures.

4. To develop the skills that will enable students to respond creatively to local, national, and international events and to participate effectively at those levels.

The unit is divided into four sections, each addressing and operationalizing one of the goals.

Global perspectives is not a content or curriculum area; nor is it a new trend in social studies. It is an interdisciplinary approach to teaching skills, content, and values. It offers methods for teaching established curriculum in ways that help students understand how the world works and what their roles are in making it work.

Rationale

Global perspectives education has become controversial. Those who are concerned with elementary education often ask whether it is appropriate to teach global studies at that level. Some educators reply negatively for the following reasons: (1) world issues and concerns are intellectually and emotionally unsuited for elementary-aged students, and (2) elementary students have enough difficulty making sense of their immediate world so is it fair to expect them to understand how the larger world works?

Before responding to these concerns, it is important to clarify the meaning of "world issues/world concerns." International and domestic conflict, population, pollution, technology, resource scarcity, and human rights are examples of such issues. They are undeniably world concerns. However, they also are of importance to children who directly respond to these issues in their own private lives. For example, when

children are inconvenienced by crowds, long lines, or traffic, they cope with population issues. When children evaluate the fairness of situations and decisions, they inadvertently respond to questions concerning human rights. In short, children's issues are world issues.

It is not our purpose to present the complexities of such issues as they affect the larger world. We intend, rather, to introduce the issues and to ask students of their own experiences.

Issues and events are only a part of global perspectives education. Awareness of other people--where they come from, how they live--is also integral to the field. This unit is based on the premise that such awareness is an appropriate and vital aspect of education for all ages. Should we present children with materials about distant people and places when they are trying to understand their own places in the world? People from diverse cultures are not excluded from children's daily experiences. Television brings faraway places into children's daily lives. Today's cities are rich with ethnic variety. The cultural diversity that enriches a child's environment offers stimulus and purpose for learning about people of other cultures.

It is not enough simply to learn about people whose families, neighbors, cities, countries, or cultures differ from our own. We need to know how to get along with them. Global perspectives education implies the development of skills and insights necessary for cooperative human interaction. The elementary school is an important setting in which to nurture such learning.

When and Where to Use This Unit

The activities in this unit incorporate several disciplines including social studies, reading, language arts, and creative arts. They were developed for use in kindergarten through sixth grade classes. Each activity is labeled for specific grade levels, however, most may be modified to suit grades higher or lower than those for which an activity is specified. Middle school teachers may find the upper elementary activities useful in their classrooms.

The activities are meant to supplement and to be integrated into courses of study wherever appropriate.

SECTION I.

Global Perspectives Goal #1

To learn to recognize the interconnection between one's own life, one's society, and major global concerns such as environment, population, resources, and human rights.

Title: POLLUTION

Introduction:

Because environmental problems are becoming more severe, it is imperative that we make our students aware of the devastating effects of pollution on our lives and on our limited natural resources. Through this activity students will become aware of the dependencies people have on their natural environment, which in turn will foster concern for its preservation.

Objectives:

To observe pollution evident in the school environment

To identify causes of pollution

To illustrate some effects of pollution

To compile pictures showing pollution around the world and its global effects

Grade Level: K-2

Time: Varies

Materials: Handout #1, "Dirty Stuff"
Magazines
Paper, crayons, pencils

Procedure:

Step 1. Engage students in a general discussion of what makes our world dirty or polluted. Ask:

How do you think our air gets dirty?

How does land get dirty?

How do you think our water gets dirty?

Where have you seen water, air, or land that looked dirty?

Step 2. Introduce the word "pollution" to the class. Explain that the word pollution also means "dirty."

Step 3. Explain to students that they will be taking a walk around the school to look for things that make the world look dirty. While they are on the walk, have them carry their tablets so they can write or draw pictures of all the things they see that make their world dirty.

After the students have gathered data from their walk, return to the classroom. Encourage them to talk about what they found. Ask:

Where does dirt come from?

What does pollution look like?

Is pollution in the air? Land? Water?

How do you feel when you see the earth dirty or polluted?

What might happen if the land, air, and water continue to get dirtier?

Step 4. Distribute Handout #1. Have the students choose one of the forms of pollution they saw and describe it according to the handout. Instead of using the handout, kindergarten students can draw pictures of water that is clean and water that is dirty, land that is clean and dirty, as well as air that is clean and dirty. Encourage students to generate a sentence explaining what is happening in their pictures. Display these pictures on the board.

Step 5. Have students collect pictures from magazines and newspapers which depict the global effects and problems of pollution in the United States and in various parts of the world. Label a bulletin board "How We Pollute Our World" and display the students' pictures.

Debriefing:

1. Discuss other kinds of pollution such as indoor pollution and noise.
2. How does pollution happen indoors?
3. How does noise pollution happen?
4. Can you help prevent pollution indoors? Outdoors? How?

Follow-Up:

Ask the students what they discovered about the pollution around their school. Have them describe the types of pollution they observed and who and what is affected by this pollution. Students should understand that pollution affects land, water, air, and their own lives. They should have a general awareness of its causes, present outcomes, and possible future outcomes.

Title: THE PEBBLE IN THE POND

Introduction:

We let many events occur in our lives and in the world without giving much thought to the repercussions they may have. An awareness of the myriad possible effects of events may better prepare students to anticipate and respond appropriately to them.

Objectives:

To imagine possible effects of a stated cause

To logically think about causes and effects

To understand how events can affect people directly and indirectly

Grade Level: 3-4

Time: One to three class periods

Materials: Handout #2, "Ripples"
Pieces of sponge or styrofoam, or ping pong balls
A large pail or tub
Butcher paper
Colored posterboard
Crayons, markers, pens, pencils

Procedure:

Step 1. Fill tub with water. Demonstrate the rippling effect when a pebble is dropped in the tub of water. Before the pebble is dropped, ask students what they think will happen to the water. Drop the pebble and have students observe the wave motion in the water.

Place two ping pong balls (or other floating substance) on the water, one close to the center where the pebble is dropped, and one further away. Ask students which of the balls will be moved when the pebble is dropped. Do the same thing with five or more balls. Tell the students to carefully watch all the balls. (All the balls, regardless of their placement on the water, should be affected by the pebble.)

Step 2. Challenge the students to try to find a place on the water where a ball will not be moved by the pebble. Have students each put their names on a ball and place the balls in the tub. Which of the balls will be affected by the disturbance made by the pebble? Drop the pebble and remind students to pay close attention to what happens to the balls. Discuss:

Which balls were affected the most? The least?

Were there any balls that were not affected at all?

Name happenings or events that might have the same effect as a starting splash (a certain decision, an argument, a kind word, a spit ball, or a joke).

Help students to understand that events or happenings can have the same effect as the pebble and its splash--even though we are not nearby, one of the growing circles might touch us.

Step 3. Distribute Handout #2 to illustrate how the ripple effect can work. Ask students if they can draw more circles on the model which represent other effects or changes that might occur or represent other people who might be affected by the new rule.

Step 4. Pick an event that is fresh in students' minds and is obviously affecting their lives (a new teacher or principal, special assembly, unusual weather, or vacation). Have the class brainstorm a list of the things that might logically happen because of that event. Remind them that positive and negative effects can occur. Also encourage students to consider the effects the event might have on their own lives. As a group, draw on the board a ripple effect model of the repercussions of the event.

Step 5. Divide the class into four or five groups. Have groups choose another event that would start a ripple effect and construct a model. Cut posterboard into circles. Write or draw the starter event on a circle and paste it to the center of the butcher paper. Subsequent effects are drawn or written on circles and pasted down and connected by a dotted line. After they have written all the effects they can think of, students can draw the circular ripples to connect the sequence.

Title: MOVING ON

Introduction:

Birds instinctively know that twice a year, when the seasons change, they must move to a more habitable area. People also move to what they consider more habitable areas, for job reasons, health, better climate, and so on. This element of change runs throughout the population of the world, affecting individuals and the entire population.

Objectives:

To explore the concept of change as it directly and indirectly affects a child

To become aware of factors and feelings influencing the migration of populations

To practice map skills

Grade Level: 3-4

Time: Two to three class periods

Materials: Handout #3, "Migration Questionnaire"
Handout #4, "U.S. Map"
Handout #5, "World Map"
Maps of city and state
Pins
Colored yarn
Paper
Pencils and crayons

Procedure:

Step 1. Ask students if they know where they were born. Help them locate their birth places on a map. Ask:

How many of you have lived in other parts of the city?

How many of you have lived in other parts of the state?

How many of you have lived in other states?

How many of you have lived in other countries?

Who has moved the most times? The fewest?

How did you feel about moving?

Do you think that your family's move to this city, town, or community has changed your life? Can you list three changes?

Do you think that your family's move to this city, town, or community has affected it? Can you list three effects?

Step 2. Distribute Handout #3. Have students take it home to discuss with their parents all the places they have lived and the reasons they moved.

Step 3. Have each child draw and cut out a small symbol representing him/ herself as a newborn baby (a rattle, baby shoe, baby bottle, a baby, etc.). Students' names should be on their symbols.

Have students take turns mounting their symbols at their birthplaces on a large wall map. Using colored yarn, have them each trace their moves leading to their present location. (If a large wall map is not available, have students trace their moves on small individual maps, Handout #4, and display the maps around the room.)

Debriefing:

1. Help students form some generalities about moving.
2. Did everyone move for the same reasons?
3. Was there one reason more common among the group?
4. Did they all move in the same direction--east, west, north, south?
5. How do feelings differ among the students about their moves?
6. Students should understand: change is and will continue to be a large factor in their lives, there is a constant movement of people from one location to another which causes constant changes in population, the major reasons that cause people to move, and the effects that migration or moving has on peoples' lives, on cities or communities, and on population as a whole.

Follow-Up:

Have students trace on a map places where they think they would like to live throughout their lifetimes. Remind them to consider factors such as jobs they might like to have, where their families might be, climate, recreational possibilities, etc. Provide them with issues of National Geographic for information about what various places around the world have to offer.

Title: KEEPING UP WITH THE CHANGES

Introduction:

It is important for students to recognize various changes in the environment and to be able to understand the effects changes make in the present and the future, not only upon themselves, but upon everyone.

Objectives:

To explore the concept of change

To recognize man's effect on the environment

Grade Level: 3-6

Time: Two to four weeks

Materials: Handout #6, "Pictures"
Tape recorders
Magazines (optional)

Procedure:

Step 1. Discuss with students the differences between natural environments and man-made environments. Magazines such as National Wildlife, National Geographic, and Smithsonian could be helpful during the discussion. Follow the discussion with a walk around the school grounds with the class and have them list natural and man-made elements they observe. Discuss their observations.

Step 2. Help each student identify a long-time member of the community to interview who has seen changes occur over the years. The interview will be about changes that have taken place during that person's lifetime. Cities often have several senior citizen organizations which are willing to be helpful with such projects. (For younger grades it might be preferable to arrange for a community member to visit the class for a class interview.)

Step 3. Brainstorm with the class some questions that might be asked during the interview. Some examples are:

How long have specific buildings been here?

Have they been remodeled?

What was there before the buildings?

How old are the trees?

Which trees were planted?

How long ago were there fields around here?

What changes have occurred in the population of the area? Increase? Decrease? Diversity?

What changes have occurred in the way land is used?

What scientific and technological discoveries have occurred?

How has transportation changed?

How has industry affected the area?

Which changes were you glad to see happen?

Which changes were you unhappy about?

What changes might the future bring to the area?

Step 4. After students identify a person to interview and decide on questions to ask, allow time to practice interviews using a tape recorder or with a friend.

Step 5. After the interviewing is completed, share findings with the class. Distribute Handout #6 and have the students find similarities and differences in the pictures and compare these changes with what they learned in their interviews about their own community.

Step 6. Have each student draw a set of pictures showing the changes in the local environment as learned from the interviews. Changes should include people, vegetation, geographic features, animals, and industry. Have students draw a picture that projects how the area might look in the future.

Follow-Up:

Have the students share their findings about changes in the community in a class newsletter or newspaper.

Resource Guide:

The American Anthropological Association
1703 New Hampshire Avenue, NW
Washington, DC 20009 (free materials)

American Geological Institute
144 "N" Street, NW
Washington, DC 20005 (free materials)

Archaeological Institute of America
5 Washington Square North
New York, NY 10003 (free materials)

Audubon Society
Environmental Hotline (303)244-6231

Balarat Center for Environmental Studie.
1521 Irving
Denver, CO 80204 (303)266-2255, Ext 420

Center for Environmental Learning
5201 East Sixth Avenue
Denver, CO 80220 (303)322-7921

Colorado Land Use Commission
1550 Lincoln Street, Suite 103
Denver, CO 80203 (303)892-2778 (material available at cost)

Division of Wildlife
Department of Natural Resources
6060 Broadway
Denver, CO 80216 (free materials)

Ecology Today
Box 2154
University of Colorado
Boulder, CO 80302 (303)494-3297

Sierra Club
1325 Delaware Street
Denver, CO 80204 (303)572-3202

Title: WHERE WERE YOU WHEN . . . ?

Introduction:

While we are going about our own daily lives, events are occurring throughout the world which not only significantly affect our lives today, but will remain meaningful when viewed through an historical perspective. This time line activity is designed to make children aware of events which have occurred during their own life spans which have helped to shape the present and the future.

Objectives:

To identify a sequence of national, world, and cultural events occurring simultaneously with personal events in students' own lives

To use various sources to learn about international, national, and cultural events which happened at a particular time

Grade Level: 3-6

Time: One to two weeks

Materials: Butcher paper, construction paper
Crayons, magic markers
Paint
Scissors
Glue
Encyclopedia year books
Old newspapers and magazines

Procedure:

Step 1. Have students make a time line for themselves.

Step 2. Divide students into groups. Assign one of the following topics to each group: national, international, movies, songs, television, and sports. Each group should find out what was happening in their topic area during the specific years of their own lives.

Step 3. Set up large pieces of butcher paper around the room. Divide the paper into sections, each section headed with a different year of the students' lifetimes. All or some of these years can be used, depending on how much time you care to spend on this project.

Step 4. Have the research groups collect information about the important events and people relating to their topic areas during the years listed on the butcher paper. Use old newspapers, magazines, year books, and decade summaries for information.

Step 5. The final result will be a collage for each year depicting the important dates, events, and people. When students find something they would like to include in the collage, they can post it on the butcher paper. The collages can be comprised of pictures, headlines, clippings, dates, drawings of events and people, brief written summaries, or symbols depicting events. Perhaps parents will lend clippings of significant news events or other resources they have saved with the guarantee they will be returned in good condition.

Step 6. Discuss:

Do you remember being aware of these events as they were happening?

Which events do you think are most significant? Why?

Can you identify events that may have triggered current events?

Follow-Up:

1. Have students make up a trivia quiz for their parents or friends based on the information found in the collages.

2. Have students make a week-long time line following a major current event in the news.

3. Have students make a future time line, marking events they think might occur in their lives in the future.

Title: THE LINCOLN MEMORIAL IS FIZZING

Introduction:

Today we are witnessing the devastating effects of pollution in the atmosphere. It is believed by several authorities that acid rain will be one of the major environmental problems facing the world in the coming decade. Some of the most beautiful and expert examples of architectural skills are turning to mush! Acid rain, that horrendous combination of rain and sulfur caused by pollution, is eating away at buildings, agriculture, and everything else upon which it falls.

Objectives:

To investigate the effects of acid rain

To become aware of the sources of the sulfur pollution and the range of acid rain

To become aware of the global implications of acid rain, both in its effects and possible solutions

Grade Level: 3-6

Time: One hour

Materials: Handout #7, "U.S. Map"
Handout #8, "Acid Rain Map"
Alka-Seltzer
Slides #1-5
Vinegar
Vegetable material

Procedure:

Step 1. Demonstrate dissolving. Alka-Seltzer or baking soda in hot water are suggested.

Step 2. Have students describe what they observed in the demonstration. If necessary, repeat the demonstration until they can describe how the substance crumbles and dissolves.

Step 3. Show the slide of the Lincoln Memorial. Ask if students have seen pictures of this building. Discuss the fame and significance of the memorial. Finally, explain that every time it rains in Washington, DC, this building fizzes like the substance in the demonstration, however, it fizzes more slowly.

Step 4. Ask students to brainstorm reasons why the Lincoln Memorial fizzes (or dissolves) a little more with each rainfall.

Step 5. After a few reasons are expressed, confirm or explain that the cause of the fizzing is acid rain. Acid rain is created when sulphur (and nitrogen oxide) and rain water combine. Where does the sulphur come from? Show the slide of the refinery. Smelting plants and plants which combust fossile fuels, such as the one in the slide, are the major sources of the sulfur which cause acid rain. Car exhausts and volcanic gases are also sources of sulfur. Read article, "Acid Rain."

Step 6. Pour vinegar or a stronger acid on vegetable matter such as grass or leaves. What happens? In a 1974 rain in Scotland, the rain was the acidic equivalent of vinegar.

Step 7. Show the slides of the tomatoes, the fisherman, and the children. Talk about the possible effects on all these objects. For example, freshwater ecosystems are very sensitive to acid. Fish populations have been destroyed or reduced in regions where lakes have become heavily acidified. What would be the effects on growing vegetation, animals, people, and so on?

Step 8. Distribute Handout #7. Ask students what parts of the country they think are most affected by acid rain. To reinforce map skills, describe the flow of the 1950 and 1970 range paths. (The 1970 path starts in Maine and moves down the eastern coast almost to the tip of Florida.) Have the students draw the paths on their maps as the states they traverse and the directions they take are described to them. Distribute or display Handout #8 so that students can check their accuracy. Emphasize that the map shows only the most affected areas of North America--acid rain falls everywhere now to some degree.

Debriefing:

1. Why do you think the Midwest and East Coast are most severely affected by acid rain? (Discuss the heavy industry in those areas and the wind currents which travel from west to east.)

2. How long do you think it will be before the western part of the nation is more heavily affected by acid rain?

3. What will you do when/if it severely affects the area you live in, if it has not done so already?

4. What can we do to prevent acid rain?

5. The U.S. map shows how acid rain crosses the borders of the states. Discuss the problems of acid rain crossing the borders of countries. Who is responsible? What should be done about it? What might happen? (Show a map of Western Europe, which is a highly industrialized region.)

Follow-Up:

Have students develop a ripple effect model, described in the previous activity, "Pebble in a Pond." They can illustrate possible ramifications of acid rain as they relate to the environment, food and water sources, homes, animals, human life, and international relations.

Acid Rain

by James K. Page, Jr.

It is raining here as this is written and judging from a map in *Scientific American* (Vol. 241, No. 4), the rain is steadily eroding the tiles of my roof. That's because the rain's pH is wrong—too low, too acid. I don't like to think of a decade beginning with acid rain eroding my roof, but there you are. It's happening. Call it God's will.

No, it isn't. A couple of hundred years ago, rain and snow fell that was neutral—just right for swimming pools and backyard hot tubs (the latter probably not having come into use). Not too acid, not too alkaline. Nice rain. Nice snow, even for those who don't like it. You can check it out on Greenland's ice cap.

There are lots of things that affect naturally the pH of the rain: volcanic gases, carbon dioxide from animal metabolism, salts from the spray of the sea—all that good stuff. To symbolize the new situation, though not merely to point a finger at a neighbor, there is in Sudbury, Ontario, a stack 400 meters tall, attached in wonderful ways to a copper-nickel smelter. From this stack comes one percent "of the total annual emissions of sulfur throughout the world (from both natural sources and human activity)." Some of that sulfur comes back to us as sulfuric acid in our rain.

I don't mean to sound alarmed about my roof (it will outlast me), but I once talked to a Park Service worthy who said the Lincoln Memorial is turning to mush. You can hear it fizz, he exaggerated, when it rains.

Globally, the worst places for this are in the U.S. Northeast, much of southeastern Canada and northwestern Europe—particularly Scandinavia. All are downwind from major industrial centers, and the acidity of the rain actually increases with distance from those sources. Judging from *Scientific American*'s maps, much of southern Sweden and Norway must fizz when it rains. As our Southwest urbanizes, its getting worse there, too. Same for the Rockies and the West Coast.

What are the environmental consequences? Certain freshwater ecosystems have little resilience. Hence, fish are wiped out along with their support system of plant and animal plankton. What the acidulous effects are on forests and growing crops remain unknown in any overall way—but if the Lincoln Memorial is suffering, it is not alone, you can be sure of that.

The several authors of the *Scientific American* article point out that acid rain is one of the two greatest environmental problems facing the globe in the next decades, the other being the potential climate changes resulting from adding too much carbon dioxide to the atmosphere. Both of these are caused by the headlong combustion of fossil fuels around the globe. We in America will apparently be doing more of this rather than less. If oil runs out on schedule, never mind; we've got coal—a 500-year supply, say some of the ads—and synfuels. We'll turn the Rockies into gasoline and live it up another decade or so before we bubble off in a sea of acid fizz and leave it to the cockroaches to clean up.

Happy New Decade.

with permission of The Smithsonian, January 1980.

Title: SPACE MISSION

Introduction:

The resources upon which we depend for life are easily taken for granted. This activity provides the opportunity for students to examine what elements are necessary to ensure a healthy life. They will also explore how environmental and human resources work together to meet the basic needs of all people.

Two spaceships will compete in equipping themselves with the necessary resources for a successful mission in space. Each spaceship will acquire a different set of resources. It is unlikely that either spaceship will acquire everything it needs. At the end of the game the two ships will be evaluated on how well equipped they are to handle the mission. One ship will be chosen to make the mission in space.

Objectives:

To understand the concept of resources

To understand those resources which are essential to life

To develop the ability to make decisions

To develop the ability to establish priorities

To be able to represent and promote one's own interest

To understand some of the systems involved in daily living

Grade Level: 4-6

Time: Two to five days

Materials: Handout #9, "Resource List"
Handout #10, "Guidelines"
Chartpaper
Markers

Procedure:

Step 1. Divide the students into three groups: Space Captains (four); Resource Group (sixteen); and Decision Committee (remainder of

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class). If the remainder of the class is more than seven students, add on to the resource list and put extra students in the resource group.

Step 2. Explain that during the next few days the students will be in the process of preparing for a mission into space. The spacecraft will be carrying 100 people who will be crew and passengers. It is undecided which of two spacecrafts will be chosen to make the journey. The objective of the Space Captains and the Resources is to be on the spacecraft that is chosen for the mission. The Decision Committee will make the final decision as to which craft will be sent.

Step 3. THE SPACE CAPTAINS are in command of the spacecrafts. Two captains will command each craft. As a group of four, they decide what their mission in space will be, where they will go, what they will do, and why. The only thing they cannot decide is how long they will be gone on the mission. There is no way of knowing because anything can happen in space. The mission could last from one year to a lifetime.

Step 4. After the mission has been decided, the captains divide into two teams. Each team must choose a name for their spaceship and then decide what supplies and people they will need to take on the ship to ensure a successful journey. The ships will be big enough to hold all necessary materials and equipment. Each captain will have $200 to spend on resources. The resources will be auctioned and the two spaceships have to bid for them; therefore, they should be thinking about how much money they will want to spend for certain resources. If students are unfamiliar with auction procedure, explain it to them and have them practice.

Step 5. THE RESOURCE GROUP will represent the resources items and people needed on the space crafts. It may be necessary to discuss the concept of resources in terms of the people or materials used in meeting daily needs, i.e., food, clothing, building materials, fuel, etc. The resources will be separated into two groups: supplies and people.

Distribute Handout #9. Explain that these are the resources. The captains will decide which of the resources they want and will bid for them.

Step 6. Have the students select what resources (supply or person) they want to represent. Explain that they will have to convince the captains why the resources they are representing are essential to the mission. If an argument is not persuasive, the captains might not bid for that resource and that student will lose the chance to go on the mission. Again, emphasize that their goal is to be on the spacecraft chosen for the mission.

Depending upon the grade level of the class, it might be appropriate to discuss reasons why each resource would be important to the mission. It may also be necessary to provide background information about some of the items. For example, students should understand how much of our food comes from plants. List the foods they like to eat, and then help them link the foods with the various plants. Students should understand that there is a process involved in making the food ready to eat. For example grain can be traced as a primary food source as it comprises much of the food we eat. Students also may need to be reminded that fuel can be made from light and heat, or that fuel can generate light and heat.

Allow students enough time to prepare strong arguments about their values to the mission. They should have as much "ammunition" as possible for their presentations. Time should also be allowed for students to rehearse their presentations. Allow students to work in pairs if so desired.

The Captains and the Resource Group must remain separate during time spent in preparing arguments.

It should be clear to students that the captains have a budget of only $200 with which to bid, and might only be able to bid for a few of the resources. Thus, the resources will be competing with each other for the bids. Each resource will be allowed only three minutes to make a presentation.

Step 7. THE DECISION COMMITTEE does not have an important role until the end of the game. They can spend their preparation time in three ways: reviewing Handout #10, which will help them make their decision; helping members of the Resource Group prepare their presentations; or helping the captains develop ideas about what resources should be on the ships.

Step 8. The captains of each spaceship are seated at separate tables at the head of the room. Each table will have several empty chairs and a sign indicating the name of the spacecraft. The chairs will be occupied by the resource people and supplies as they are chosen to accompany the respective spaceships.

Step 9. THE AUCTION proceeds as the captains describe the mission that the selected spacecraft will be taking. Each resource person and supply in turn is introduced to the Captains and the Decision Committee.

Each resource person and supply will have three minutes to explain to the captains why they are essential to the success of the mission. After each presentation, the captains bid for that resource. There will not be an opportunity to bid for the resources later in the game. As the resources are acquired, list each on a sheet of chart paper for the corresponding spacecraft.

To make the pros and cons of the decision more interesting, write the following sentences on separate pieces of paper, fold them, and place them in a box:

Many of the crew and passengers on your ship are violent.

Many of the crew and passengers on your ship have problems with stealing.

Many of the crew and passengers spend a lot of time feeling sorry for themselves.

Many of the crew and passengers are very generous people.

Many of the crew and passengers get along very easily with people.

Many of the crew and passengers are brave.

Have the two teams of captains take turns drawing from the box. The statements they draw will describe the people who will be aboard their spacecrafts. Write the words that are underlined in the sentences on the chart of the captain that draws that qualification.

Step 10. Now it is time for the Decision Committee to decide which ship is best equipped for the mission. The captains of each ship will have three minutes to convince the Committee that their spacecraft is better equipped. They should emphasize why their resources are more appropriate than those of the other ship and how their resources can compensate for those that they lack.

The Committee may take a few minutes alone to share its ideas and feelings about which spacecraft is better prepared for the journey. They should use the questions on the handout to help weigh the pros and cons of each spacecraft.

After the Committee's private consultation, each member writes on a ballot the name of the spacecraft they feel should make the mission. Talley the votes and announce the winning spaceship.

To enhance student interest, make a class agreement prior to starting the activity that the Decision Committee and members of the spacecraft not chosen will throw a party for the members of the spacecraft that is chosen.

Debriefing:

1. What were the reasons of the members of the Decision Committee for choosing the spacecraft they did?

2. Would other students have decided differently if they had been on the Decision Committee? Why?

3. Are there items or people on the resource list that are not important?

4. Are there items or people not on the resource list that should have been?

5. Did the behavior of crew and passengers aboard each ship influence the Decision Committee?

6. How strongly might the people who steal, feel sorry for themselves, or are prone to violence affect the mission? How about those who are brave, friendly, and generous?

7. How strongly do we feel the effects of such people in the real world?

SECTION II.

Global Persectives Goal #2

To develop an awareness of how perceptions, values, and priorities differ among various individuals, groups, and cultures.

Title: UNDERSTANDING CONFLICT

Introduction:

Conflict has been a major force throughout human history and it will most likely continue to be. From infancy children encounter conflict of varying degrees. Yet, as common place as it is in our lives, conflict is difficult to understand and deal with effectively. In this group of activities, an effort is made to help students understand that conflict is a normal and not necessarily bad aspect of life. The factor that makes conflict destructive instead of constructive is the manner in which it is handled. Conflicts can be confronted in such a way as to improve conditions and relationships in peoples' lives. The purpose of this and the following two activities is to provide a framework for exploring the concept of conflict: what it is, what causes it, and what we can do with it.

Objectives:

To identify conflict in pictures

To categorize different types of conflict

To recognize that conflicts can have positive resolutions

Grade Level: K-2

Time: One to two class periods

Materials: Slides #6-10
Pictures of conflict
Magazines and newspapers to cut up

Procedure:

Step 1. Show slides #6-10. Discuss what is happening in each slide. Show the slides again, asking students to identify similarities between pictures, i.e., how slide #6 is like slide #7. As students identify likenesses which pertain to conflict, list the key phrases or words they say. The students should eventually notice that the picture in each slide expresses a disagreement of some sort.

Introduce the term "conflict." As a class, develop a concept of conflict using the list of students' observations. For example, if children observe that the pictures show anger or argument, use these observations to help them identify anger and argument with conflict.

Step 2. Display pictures of conflict and nonconflict situations. (See following list of suggested sources.) Number the pictures. Have students write on a piece of paper the number of each picture that shows a conflict.

Step 3. Discuss their responses. Were there pictures about which the children disagreed? Discuss any disagreements. How did they know there was a conflict? What might the conflicts be about?

Follow-Up:

Have students describe conflicts they have experienced or observed. How did the conflict end?

Book List:

It's Mine, Crosby Bonsall
I Don't Like Timmy, Joan Hanson
Scram, Kid!, Ann McGovern
Sam, Ann Scott
I Don't Care, Marjorie Sharmet
I'm Not Oscar's Friend Anymore, Marjorie Sharmet
I Do Not Like It When My Friend Comes to Visit, Duan Sherman
I'll Fix Anthony, Judith Viorst
Let's Be Enemies, Janice Udry
But Names Will Never Hurt Me, Bernard Waber
The Hating Book, Charlotte Zolotow
The Quarreling Book, Charlotte Zolotow

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Title: CONFLICT CARTOONS

Introduction:

Conflict is a natural everyday occurrence in a society as diverse as ours. Humor can help children understand conflict in daily life. After all, if comic strip characters can survive their conflicts, perhaps there is hope for us! In this activity, comic strips help students evaluate alternative solutions to conflict.

Objectives:

To list several possible solutions to conflict situations

To evaluate the solutions

To anticipate outcomes of conflict situations

To determine constructive responses to a conflict situation

Grade Level: K-6

Time:

Materials: Handout #11, "The Neighborhood Critters"
Handout #12, "Play Time I"
Handout #13, "Play Time II"
Handout #14, "The Party I"
Handout #15, "The Party II"
Handout #16, "The Sandwich I"
Handout #17, "Bacon Sings I"
Handout #18, "The Sandwich II/Bacon Sings II"
Handout #19, "Friends I"
Handout #20, "Friends II"
Crayons or markers

Procedure:

Step 1. Distribute Handout #11. Introduce each animal character.

Step 2. Distribute Handout #12 for students to read. With primary students, review the action that occurs in each frame. Discuss how Shaggy Dog and Timmy Cat might feel after Claudia destroys their city. Have students suggest ways in which Timmy and Shaggy could respond to Claudia's antics. List the suggested alternatives on the board. Ask students what the pros and cons of the various alternatives are.

Step 3. Ask students to decide individually or in groups which alternatives on the list are the best. In the first blank frame on their handouts, have each student draw a picture of Shaggy and Timmy responding accordingly.

Step 4. Discuss the drawings. Ask:

What did you draw Shaggy and Timmy doing and saying to Claudia?

Did you draw the best response? Why?

Will the action of Shaggy and Timmy in the first empty frame make things better or worse?

How might Claudia respond to Shaggy and Timmy?

Have them draw pictures of Claudia's response in the second empty frame--the conclusion of the cartoon. Discuss and ask:

Did your cartoon end with or without conflict?

Are Timmy and Shaggy upset at the end of your cartoon?

Is Claudia upset?

If the conflict is unresolved, is it on its way to being resolved?

How many more frames might be needed to resolve the conflict?

Step 6. Distribute Handout #13. Ask students to evaluate Shaggy's response to Claudia. Have them consider the following questions:

Do you like the way Shaggy behaved toward Claudia?

What was good about the way he behaved?

What was bad about the way he behaved?

Was the conflict over at the end of the cartoon?

What could happen next?

Do you think Shaggy seemed foolish when he called Claudia a name?

Have you ever seen someone look foolish when they were name-calling?

Have you ever been so mad you could not say what you wanted to say?

Do you think that happened to Shaggy?

Do you think Shaggy helped the conflict by calling Claudia a name?

Do you think name calling helped Shaggy feel better?

Would it have made a difference if Shaggy had waited until he was not angry before he talked to Claudia?

Step 7. Proceed in the same fashion with Handouts #14-18:

a. List alternative responses as a group or individually.
b. Complete the cartoon by drawing pictures of how the characters should respond in the first blank frame and what the outcome should be in the second blank frame.
c. Discuss the students' drawings.
d. Distribute the complete cartoons to the students and discuss the pros and cons of how the conflict was handled by the cartoon caracters. It should be clear to the students that that characters do not always handle the conflict the best way.

Step 8. Distribute Handouts #19 and 20. Discuss what is happening in the pictures. Contrast them to a conflict situation. Have students guess what Bacon might be saying in the fourth frame.

Handout cartoons were drawn by Kathy Bone, a student at Prairie Middle School, Cherry Creek District, Aurora, Colorado.

Title: THE ME NOBODY KNOWS

Introduction:

People often see themselves differently than others perceive them. This activity examines the differences between these perceptions. It also demonstrates to students that while they may have much in common with others, each is still a unique individual.

Objectives:

To broaden students' self concept

To appreciate what is unique about other individuals

To realize that we do not always see ourselves the same way others perceive us

Grade Level: 2-6

Time: Two days

Materials: Magazines and catalogs
Poster board
Glue
Scissors

Procedure:

Step 1. Several days before activity, have students collect things at home which they would like to put on their collage.

Step 2. Have each student make a collage of him/herself. Include in it things they like to do, places they have been, people they admire, possessions, opinions, etc. (No recognizable picture is allowed--only baby pictures can be used. This is to keep the collage anonymous.)

Step 3. Display anonymous collages in the room. Beneath each one place a box. Students can guess who each collage belongs to and place the name in that box.

Step 4. Discuss the collages, who each belongs to, and how many guessed correctly.

Debriefing:

1. Was it difficult or easy to identify people by their collages?
2. Which people were you able to identify? How?
3. What kinds of things were you surprised to find out about each other?
4. Why were you surprised by what you found?
5. How well do you think you really know your classmates?
6. Is it possible to find one thing that is unique about each collage?
7. Is it possible to find one thing that is common in all the collages?

Follow-Up:

Students should be able to discuss the damage that can be done when decisions based on preconceptions of a person are made before getting to know that person.

Title: T-SHIRTS AND BUMPER STICKERS

Introduction:

How much can be learned about a person by reading the slogans on their T-shirts or bumper stickers? T-shirts and bumper stickers aptly reveal the interests, priorities, values, perceptions, concerns, activities, and sense of humor of individuals and the larger society of which they are a part.

Objectives:

To explore T-shirts and bumper stickers as a form of communication

To classify ideas and slogans

To recognize that slogans reveal a variety of attitudes, values, and concerns

Grade Level: 4-6

Time: One to three class periods

Materials: Butcher paper
Markers and pencils
Paper

Procedure:

Step 1. Have students spend two or three days collecting slogans from bumper stickers and T-shirts. They should ask parents and friends outside class what some of their favorite slogans are. No need to buy any, just tell students to keep a keen eye out for the slogans and write as many as possible on a list. Ask them not to share their lists with each other because that will spoil the fun the class will have with the slogans later. Some sample slogans are:

If guns are outlawed, only outlaws will have guns

Peace begins with YOU

Teachers have a lot of CLASS

A woman without a man is like a fish without a bicycle

BEWARE! I brake for animals

I am a survivor of Three Mile Island

I brake for Cone Heads

Have you hugged your kids today?

Step 2. Collect the lists. Have students play a game that is a combination of Twenty Questions and Charades. Help each student choose an interesting slogan from their lists. The rest of the class will try to figure out what the slogan is by asking questions that can only be answered with a yes or no. Through the questioning, the students should be able to focus on the issue or concern the slogan addresses; whose viewpoint is reflected; if it is sports related, food related, music related; what type of person would pay for the slogan, etc. If it is unlikely that the students have heard the slogan before, charades can be used to get at the specific wording. Charades should be used after the topic and nature of the slogan have been identified through questioning. To put this into a competitive framework, students can be divided into teams. As the slogans are guessed, list them on the board or butcher paper.

Step 3. After the game, share other slogans that the students found.

Step 4. Have the students think of classifications for the slogans, and then classify them: human rights, women's lib, environmental, political, animals, family, hobbies, sports, rock stars, etc. Identify slogans which have been influenced by global events or considerations: Iran crisis, energy, etc. Identify slogans that would have as much meaning in other countries as they do in ours: sports, rock stars, environmental, and so forth.

Debriefing:

1. Which of the slogans would you like to have on their owhOT-shirt?
2. Why is it that everyone in class did not choose the same slogan?
3. What can we learn about people from the slogans they display?
4. Why do you think T-shirts are such a popular form of communication?

Follow-Up:

1. Have students write their own slogan about a current event and design a bumper sticker for it.
2. Have students print slogans on plain T-shirts brought from home.

Title: AROUND THE WORLD WITH RIDDLES

Introduction:

Riddles have been enjoyed throughout the world for centuries. Their appeal is that they usually have a reasonable answer; however, they cleverly suggest an answer other than the real one. The riddles used in this activity are folk riddles--they have been passed from person to person. This activity uses such riddles to reveal information about the cultures in which they originate.

Objectives:

To compare riddles of various cultures throughout the world

To gather information about other cultures through their folk riddles

To develop an appreciation of the differences in perception found among various cultural groups

Grade Level: 5-6

Time: One to four class periods

Materials: Handout #21-24, "Riddles I-V"
Butcher paper
Markers

Procedures:

Step 1. Distribute Handout #21. Students are to match the riddle with the correct answer. (Correct answers appear on Handout #22.)

Step 2. Distribute Handout #22. Students match the riddle with the culture they think it came from. It might be helpful to provide students with a little information about the cultures and their locations before they do the handout. (Correct answers on page 47.)

Step 3. Discuss:

Were there riddles which seemed strange or not funny to you? Which ones and why?

Would your favorite riddles be easily understood and appreciated by people from these countries?

Help students understand that it is natural not to appreciate another culture's riddles as much as that culture would. However, students would be unjustified giving evaluative judgements to the riddles such as "weird" or "stupid."

Which ones did you match correctly?

What made you think it would be correct?

Which countries did you match incorrectly?

Were there riddles that could belong to several cultures?

Were you surprised by any of the cultures that the riddles belonged to? If so, which ones and why?

What are some similarities and differences among the riddles?

What are some similarities and differences between these riddles and the riddles that you tell?

Step 4. Divide the class into groups. Give each group Handout #23. Have students read the riddles carefully. Do not tell them what culture the riddles come from. Have students brainstorm, on the basis of the riddle content, any hypotheses, generalizations, or conclusions that might be made about the culture. Warn students that they may need to read between the lines and do a lot of guess work. They should not worry about right or wrong answers. The conclusions might be about climate, food, environment, values, attitudes, history, etc. Have each group list their conclusions on a piece of butcher paper. Can the groups guess what culture (continent, country, or tribe) the riddles come from? (Answers on page 47.)

Step 5. Discuss the lists developed by each group and the reasons for their conclusions. How much agreement is there between the groups? What cultures do they think the riddles come from? Discuss commonalities and differences between people of that culture and the culture to which the students belong.

Step 6. Proceed the same way with Handout #24.

Follow-Up:

Have students write riddles of their own using personification as exemplified in the riddles on the handouts.

Answers:

Handout #22

1. North American Arapahoe Indian
2. Puerto Rico
3. France
4. Iceland
5. USSR
6. Israel
7. India, Baiga Tribe
8. China
9. USA
10. Brazil
11. Egypt
12. Persia

Handout #23, North American Comanche Indian
Chagga Tribe, Tanzania, Africa

Handout #24, Japan

Title: The Sounds of Ethnocentrism

Introduction:

As world interdependence reinforces the ties that connect the world's people, it becomes imperative that ethnocentric attitudes which prohibit world mindedness be set aside. This activity explores ethnocentricity as it applies to nationality and to the variety of smaller groups found within the U.S. The Follow-Up introduces a game that will give students practice in identifying the difference between ethnocentric and nonethnocentric attitudes.

Objectives:

To understand the concept of ethnocentricity

To recognize statements that reflect ethnocentric attitudes

To understand how ethnocentric attitudes may express a limited perspective

Grade Level: 5-6

Time: Three to four days

Materials: Handout #25, "Statements I and II"

Procedure:

Step 1. Write the following statements on the board and ask students to read the statements carefully.

a. The United States is the greatest country in the world.
b. The British have no sense of humor.
c. All Chinese look alike.
d. The U.S. Olympic Team always has the best athletes.

Ask:

What do you notice about all the statements?

Can you make any generalizations or conclusions about all the statements?

Is there anything wrong with the statements?

Do you agree or disagree with them?

Step 2. Explain that each statement reflects an ethnocentric attitude. Without giving them more information than that, have students surmise what they think the term "ethnocentric" means. It may be interesting to have students write a short, anonymous definition of "ethnocentric." Webster's New World Dictionary defines it as "an emotional attitude that one's own ethnic group, nation, or culture is superior to all others."

Step 3. With the correct definition in mind, ask students to look at the statements again:

Whose viewpoint is being left out?

Who would probably disagree with these statements?

Do their viewpoints matter? Why or why not?

Step 4. Discuss how an objective person, who is not so influenced by personal opinions, might respond to the statements. Some example responses might be:

People all around the world have their own reasons for liking where they live.

Sometimes the British do not laugh the way we do, but they enjoy humor as much as anyone.

Every face has unique, individual characteristics if you look for them.

That's what the Soviet Union says about their athletes, too!

These are not the right answers. There are a multitude of responses which would be appropriate. Help the students understand the difference between an objective attitude and an ethnocentric one.

Step 5. Emphasize that ethnocentricity does not relate exclusively to national attitudes. People can have ethnocentric attitudes concerning religious beliefs, racial and ethnic backgrounds, socioeconomic groups, and peer groups. The same attitude of superiority can also be found in groups that do not directly involve ethnicity. It is incorrect terminology to refer to the attitudes of such groups as ethnocentric, therefore, the term "ethnocentric-like" will be used to refer to such attitudes found in other groups.

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Step 6. Have students brainstorm different ways to group people in the U.S. (ethnic groups, people in various vocations, ERA supporters, the Central High School basketball team, the jocks, gays, children, adults, males, females, teens, stamp collectors, etc.). Next, have them identify the groups on the list that could feasibly have an ethnocentric attitude. Have them give examples.

Debriefing:

1. Do you think ethnocentric-like attitudes are more likely to be expressed by a few members of a group or by the entire group as a whole? (Be alert to reverse stereotyping and help students understand that because some members of a group may express ethnocentric-like attitudes, all members of the group might not share those attitudes.

2. Are there times when it is good for a group to express such attitudes?

3. Is it possible to feel good about the group(s) one belongs to while respecting the contributions and feelings of other groups?

Follow-Up:

Have the class take turns playing the game "The Sounds of Ethnocentrism."

One game is comprised of two teams of four or five students each, a moderator and team of judges.

The moderator reads a statement from Handout #25 that will express either an ethnocentric-like (EL) or nonethnocentric-like (NEL) viewpoint. The team captains will race to respond first to the statement, identifying it as either an EL or NEL statement. Instead of blurting the answer, a raised arm signals that a captain is ready to respond. The moderator will call on the first captain to raise an arm. Only the captain may speak for the team. If this captain responds correctly, that team will have two minutes to respond to the statement by expressing the opposite viewpoint or by restating it with the opposite viewpoint.

If the first response is incorrect, the opposing team will be given two minutes to state the opposite viewpoint. Only the captain can give the response or restatement; however, all team members help generate the statement.

The team that correctly identifies the statement read by the moderator will earn 5 points. The judges will score the opposing responses or restatements individually on a continuum of 1,2,3,4,5--1 point being poor and 5 points being excellent. The judges do not confer with one another while scoring. The points are averaged after each round.

After each round, team members take turns being the captain. Play as many rounds as there are members of each team to ensure that each player will have the chance to be captain.

The team with the most points at the end of the game is the winner.

SECTION III.

Global Perspectives Goal #3

To develop an understanding of basic human commonalities while recognizing the importance of individual and cultural differences.

Title: WE'RE ALL HUMAN

Introduction:

The central purpose of this activity is to help the students gain an understanding of what the concept of being human actually means. Children of this age find it sometimes difficult to see beyond themselves the similarities and differences that make us all human. Through this activity each child should gain an understanding of his/her physical characteristics by simultaneously seeing him/herself in comparison with other human beings.

Objectives:

To understand the ways in which each of us shares a common humanity with other people

To understand human differences

Grade Level: K-2 (adaptable for 4-6)

Time: One to two class periods

Materials: Pictures of people (optional)

Procedure:

Step 1. Have students sit in a large circle. Explain that they will be talking about what makes each of them a human. Ask:

How many of you are humans?

How do I know you are a human?

What is a human?

What are other words we use for human?

What can a human do that other beings on this planet cannot do?

Step 2. Explain that they are going to play a game called "We're All Human." Start by having one child complete this sentence: "I am like (the name of the student seated next) because . . ." The student must identify one commonality shared with the

neighboring student. Allow the next student a specific time limit (appropriate to grade level) to complete the same sentence about the neighboring student, and so on around the circle. If a student cannot complete the sentence in the given amount of time, he or she goes inside the circle. A rule is that students may not repeat a given response. Each sentence must be original.

For younger grades it may be more appropriate for students to compare themselves to other people in general by completing the sentence: "I am like other people because . . ." Go around the circle at least once, seeing who can stay in the game the longest time.

Step 3. Since part of being human is also to have unique characteristics, the second part of the game emphasizes human differences. Start the circle again with everyone back in the game. Again, the players have a time limit to complete the sentence: "I am different from (the neighbor) because . . ."

Step 4. Give students the opportunity to compare themselves with people outside the classroom environment. Collect a variety of pictures that depict people from various cultures, ages, races, sexes, as well as handicapped people. Have students again cite and compare the characterstics that qualify these people as belonging to the category of human beings. Ask:

What do these pictures show?

How do you know they are pictures of people when they look different from you?

Help students conclude that even though we may look different in some aspects, we will share commonalities with all human beings.

Follow-Up:

Have students review characteristics that make us all human beings.

Title: WHY CHILDREN CRY

Introduction:

Do ye hear the children weeping, O my brothers . . .
the young, young children, O my brothers
they are weeping bitterly!
They are weeping in the playtime of the others . . . .

Elizabeth Barrett Browning

In this activity students will gain a better understanding of why children around the world cry.

Objective:

To have students gain a better understanding of the problems and concerns of children around the world

Grade Level: 1-6

Time: One class period

Materials: Handout #26, "Tear Drops"
Handout #27, "Pattern"

Procedure:

Step 1. Distribute Handout #26 and discuss the different reasons why children throughout the world cry.

Step 2. Give each student two blank tears (Handout #27). Have students write or draw a reason a child from the U.S. might be crying and write a reason a child from another country might be crying.

Step 3. Have each student read or describe the tears aloud to the class. List the reasons for crying on the board for the entire group to see and compare:

Are there differences between the tears of American and foreign children?

Can you explain the reasons for these differences?

Are there likenesses?

Can you explain the reasons for these likenesses?

Step 4. Brainstorm other reasons for crying.

Step 5. Brainstorm categories or groupings for the reasons listed. Here are some questions to get the class started:

What are some reasons for which you have cried? Not cried?

Which reasons seem very important? Less important?

Which reasons seem frivolous or selfish?

Which reasons are caused by physical pain? Emotional pain?

Which reasons reflect primary human needs? Secondary needs?

Which reasons are caused by a violation of any of the specific rights of the child? (These could include the right to affection; love and understanding; nutrition and medical care; education; play and recreation; name and nationality; special care for the handicapped; relief in disaster; be a useful member of society; develop abilities; be raised in a spirit of peace and universal brotherhood; no race, color, sex, religious, national, or social discrimiations.)

Follow-Up:

1. Discuss ways students might help alleviate the crying of other children in the world.

2. Have students do the same activity with smiles and laughter.

Title: DID YOU HEAR THE ONE ABOUT . . . ?

Introduction:

"Of all the acts of which human beings are capable, laughing is probably the most essential to survival and sanity" (Barbara Walker, Laughing Together). One of the most basic human commonalities among the world's people is general agreement on what is funny. Being able to laugh together will establish a greater feeling of commonality, a base from which we can approach other problems together.

Objectives:

To become aware that people of other cultures have a sense of humor

To appreciate the similar themes found in popular jokes from a variety of countries

Grade Level: 2-6

Time: Two to three class periods

Materials: Handout #28, "Jokes"

Procedure:

Step 1. Distribute Handout #28. Explain to the students that all the jokes on the handout were submitted by children from all over the world, including the United States. Have them read the jokes and write "U.S." next to all the jokes they think were sent in by children from the United States.

Step 2. Check answers (see answer sheet). How many did they guess correctly? If many did not guess correctly, discuss the reasons why.

Debriefing:

1. What commonalities do you share with children from other countries that make your jokes sound alike (school, sports, hobbies, foods, problems)?

2. Can the jokes be classified by the areas they ridicule (family, school, parents, friends, animals)?

3. If you told a child from another culture one of your jokes, would he laugh or not? Why? (Here the issue of language barrier should be discussed. Translators worked very hard and patiently to translate the flavor and humor of the jokes into English, which is very difficult to do.)

4. What information does each joke give about the culture and the people in it?

5. Why do people tell jokes?

6. Why is joke telling something everyone in the world does?

7. Do people find some jokes funnier than others? Why?

8. Are some jokes not funny at all? Why?

Follow-Up:

Hang butcher paper on the wall for a graffiti sheet. Ask the students to bring in jokes they know and write them legibly on the sheet. Again, classify the jokes in terms of what they poke fun at.

Answers:

1. Belgium
2. Pakistan
3. Mexico
4. Korea
5. Syria
6. Canada
7. Pakistan
8. India
9. Germany
10. Mexico
11. Chile
12. U.S.A.
13. Italy
14. Belgium
15. Jamaica
16. Australia
17. New Zealand
18. India

Title: HAPPY NEW YEAR!

Introduction:

One event celebrated by almost every culture is the advent of a new year. Although different cultures have different traditions, there are some common themes that run though all. By recognizing these commonalities and learning about the differences, an appreciation of our own and other cultures will grow.

Objectives:

To experience some of the traditional celebrations of other cultures

To recognize common themes in new year celebrations of these cultures

To appreciate the different values, customs, and traditions which comprise the new year celebrations of other cultures

Grade Level: 2-6

Time: Ongoing

Materials: Folk tales from the countries you select
Foods
Art materials
See individual country ideas on following pages

Procedure:

Step 1. Hold a New Year's Day Celebration for the various cultures described in this activity. Explain to the students that throughout the year they will learn how other cultures celebrate a new year. They will then celebrate these other new years. The celebrations might be comprised of: traditional foods of special significance to the celebration; traditional games played in that culture; folk tales from that culture; art projects connected with the celebration; locating cultural region on map; and a visit from a person originally from that culture to share pictures, artifacts, games, dances, songs, and information about the holiday.

Step 2. Have a student take notes about how the class celebrated the various holidays. This will help students remember the various celebrations later in the year so they can discuss them in a comparative context. It would be helpful to take snapshots of the various celebrations held in the classroom.

Step 3. Discuss similarities and differences between the ways various cultures celebrate the holiday including rituals, traditions, superstitions, and attitudes about the event. Ask students to speculate why so many countries around the world find it important to celebrate a new year. Does this occurence point to any common need or characteristic shared by the world's people? If so, what might those needs be?

If students ask questions about curious traditions and customs, you might have them sharpen their research skills by seeking the answers to their own questions.

Follow-Up:

1. Ask students to plan their ideal New Years Celebration. Are there ideas and values they would observe in different ways? Are there customs or traditions from other countries they would like to adapt? Would they take the strongest features of each of the country's celebrations and mesh them together?

2. If students show a continued interest in celebrating the holidays of other cultures, have them research a specific holiday of another culture and plan a class celebration with appropriate food, games, and art activities.

BRAZIL

Ano Novo

Celebrated: on January 1

Background:

On New Year's Eve streets are decorated with streamers and flowers. Evening is spent with family--there is lots of noise at midnight (sirens, shouting, fireworks, and church bells). In Rio de Janeiro a ceremony is also held in honor of the Goddess of Waters (Rio Bay was discovered on January 1). Everyone dresses in white and collects at the beach. They sing songs to the goddess, set lighted candles in sand, and wade into the water scattering flowers.

New Year's Day is spent quietly, usually at church.

Activities:

FOOD--Lentil soup or lentils with rice (lentils=wealth); French toast with cinnamon and sugar (Rabanada); and codfish cakes.

DRESS--Have students wear white.

MUSIC--Play some Brazil 66, 77, or 88 music. Try dancing the samba or bosanova, which have Latin rhythms.

ART--Do a crayon resist picture of the Ceremony of the Goddess of the Waters. Draw pictures of the people at the beach in their white clothes, the candles, and the flowers, using white and bright colors. Then paint over it with black ink or poster paint.

Decorate part of the classroom with streamers and paper flowers.

GAMES--Luta de galo (cock fight) is a game played in pairs. Players tuck a red handkerchief in their belts, fold their right arms over their chests and hop on one foot. The object of the game is to take the opponent's handkerchief from his belt with the left hand. The winner is the player who succeeds in getting the opponent's handkerchief. The winner may challenge the winner of another pair of players.

Tchikao Indian children of the Upper Vingu River play at chasing hoards of white butterflies. Have the students form circles of eight to ten persons. Each student has a cork with a tissue paper butterfly stuck to it. Students can make these before hand, or substitute badminton birdies. The children bat the butterflies back and forth trying to keep

them in the air as though they were the real white butterflies. Players must not move from their places. They can pick up butterflies that fall, if they can do so without moving. The game continues until all the butterflies have fallen on the ground out of reach.

FOLK TALES--

"The Hairy Man From the Forest." South American Wonder Tales by Francis Carpenter. Follett Publishing Company.

"Why the Bananas Belong to the Monkey." Once Upon a Time by Rose Dobbs. Random House, Inc.

The Legend of the Palm Tree, Margarida Estrela Bandeira Duarte. Grosset and Dunlap.

Fairy Tales from Brazil, by Mrs. E.S. Eells. Dodd: New York.

CHINA

Yuan Tan

Celebrated: Second New Moon after winter solstice, usually February

Background:

The Chinese have celebrated Yuan Tan for the last 4,000 years. The celebrations last for fifteen days, and although some traditions have been curtailed in mainland China, most of them are followed in Taiwan and among Chinese communities around the world. The new year is also considered a birthday celebration for every Chinese because each baby is considered exactly one year old on New Year's Day, regardless of the actual date of the child's birth. One month before the new year the house is cleaned, swept, scrubbed, walls freshly white-washed, and doors and gates receive a fresh coat of red lacquer. The house is then decorated with scrolls of red paper upon which are written the good wishes of the family (e.g., "May we receive the blessings of the God of Heaven," "May harmony in the family bring us many blessings"). Pictures of fierce looking gods on red paper are pasted on the doors to protect the house from evil. Family treasures are brought out for display. Red candles and incense are burned. Flowers decorate the home (white narcissus=good fortune; pink peach and plum blossoms= long life; peonies=wealth and honor; and red flower=happiness and good luck).

The week before Yuan Tan the family says farewell to the kitchen god (Handout #29) and the children make decorated paper chariots which will take the kitchen god on his journey to heaven. The paper image of the god is taken down by the head of the family and offered sweets so he will report only good things in heaven, and then his lips are smeared with honey. The image is finally burned in the courtyard along with the paper chariot. It is believed that a god can only go to heaven in fire and smoke. The children throw dried peas and beans on the roof so they can hear the hooves of the horses carrying the god to heaven. Afterward they set off fireworks to scare the evil spirits away.

On New Year's Eve the image of the new kitchen god is put up. The day is also spent settling all debts, for if they are not settled, the creditor is allowed to follow the debtor with a lighted lantern--very embarrassing. Dressed in their best clothes, the family has a quiet dinner together, with burning red candles and incense. The head of the family seals all doors with paper seals, which brings good luck. At midnight they solemnly exchange greetings, beginning with the oldest members of the family. Then everyone goes quietly to bed. Everyone stays home and no one is found on the streets on New Year's Eve.

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Early in the morning on New Year's Day the family gathers before the altar. The father bows low, touching the floor with his forehead three times, thanking the gods for blessings. Everyone is very careful of their behavior so they do not attract bad luck: they do not step on the ground in old shoes; children are not punished on this day; floors are not swept; dishes broken; needles or other sharp tools are not used; animals are not killed. There is no swearing, lying, use of unkind words, or raised voices. The children find gifts and coins wrapped in red paper under their pillows. The family has a late dinner, plays games, tells stories, and visits with friends.

There are parades almost daily, especially with the Sze Tse (ceremonial Chinese Lion) which runs, leaps, and shakes his head to the rhythm of drum and cymbal. On the fifteenth, or last day, is the Festival of Lights. Everyone parades with their lanterns in the great parade. The parade is lead by a huge dragon, which is the Chinese symbol of good and strength. The dragon is made of bamboo and is covered with silk or paper. His is often over a hundred feet long, requiring over one hundred people to carry him.

Activities:

FOOD--There are no particular foods since food cannot be prepared on New Year's Day and no knives can be used. You can have some characteristic foods such as fortune cookies or egg flower or egg drop soup. This soup is so named because the shredded egg is supposed to look like flower petals.

Egg Flower Soup — Serves 4

1 T cornstarch
2 T cold water
1 egg
1 t salt
1 t chopped scallion or parsley
3 C clear, canned chicken broth

In a small bowl beat egg with fork. Combine cornstarch with cold water and add to broth in a saucepan. Bring it to a boil over high heat, stirring constantly. Add salt. Stir until it thickens and becomes clear, about one minute. Slowly pour the beaten egg into the soup. The egg will cook in the hot soup and form shreds. When all the egg has been added, stir once. Turn off heat. Serve, using chopped scallion or parsley as garnish.

ART--Make some lacquer-ware by painting paper plates red with flower designs. When dry, paint with three or four coats of white glue. Dry between each coat.

Make scrolls of red paper with good wishes written on them. Decorate the room with the scrolls.

Demonstrate some Chinese calligraphy.

Draw pictures or make models of the Dragon (Handout #29).

Make flowers using the symbolic colors. Decorate the room with them or use them as gifts.

Make gifts for one another and wrap them in red paper.

Work in groups to create a large mural of a kitchen god (Handout #29).

FOLK TALES--

Chinese Fairy Tales translated by Marie Ponsot. Golden Press Publisher.

Dragons, Dragons, Dragons by Helen Hoke, F. Watts Publisher: New York, 1972.

Tales of a Chinese Grandmother by Francis Carpenter, Doubleday Publishers.

The Milky Way by Adet Lin. Harcourt, Brace and World.

The Rat, The Ox and The Zodiac by Dorothy Van Woerkon, Crown Publishers: New York.

Stories from Old China by Dolch/Dolch. Garrard Publishing Company.

If there is a Chinese community in your town, try to arrange a field trip at the time of Yuan Tan.

GERMANY

Silvester

Celebrated: on January 1

Background:

Fortune telling is popular at the New Year. Hot lead is poured into cold water and the shape it takes determines the future (ship=trip, ring=wedding, pig=food and good harvest). Children sing carols from house to house and are given pfeffernusse, a spicy cookie (see recipe). Special church services are held and at midnight cannons, fircrackers, dragging chains, and church bells make loud noises.

On New Year's Day, everyone behaves themselves, believing that actions on this day will affect the entire year. Houses receive thorough cleanings and people jingle money in their pockets for good luck. No unpleasant tasks are started and no one goes to the doctor or the drugstore. Greeting cards are exchanged and money is given to community helpers such as the mailman and milkman.

Activities:

FOOD--On Silvester-abend a hot punch called gluhwein is made of cinnamon, sugar, and red wine and served with pfannkuchen (a potato pancake with applesauce or sour cream). Other foods are dried pea soup and a yeast cookie shaped like a wreath, a pretzel, or a ring. Carp, a fresh water fish, is supposed to bring money and people keep the scales for luck. Everyone must leave a little of each food uneaten in hopes this will provide a well-stocked larder in the coming year.

Pfeffernusse

1/2 C shortening
3/4 C brown sugar
1 egg
1/2 C molasses
3 drops of anise oil
in 1 T hot water
3-1/3 C flour
1/2 t soda
1/4 t salt
1/2 t cinnamon
1/2 t cloves

Mix shortening, sugar, egg, molasses, and anise oil mixture. Blend dry ingredients and add to first mixture, mixing gradually by hand. Knead dough until right consistency for molding. If dough is too soft, refrigerate until firm. Mold into 3-inch balls and place on greased baking sheet. Bake 12 minutes at 350 degrees, or until golden brown on bottom. Cookies harden on standing. Store in airtight container with slice of apple to mellow them.

FORTUNE TELLING--Use hot candle wax or paraffin instead of lead. Have students team up in pairs. Each will take a turn being the fortune teller for the other. Let a student drip wax from a candle into cold water. After drips have cooled, the fortune teller can disclose what the student's fortune will be from the shape. Display the written fortune with the wax attached and a picture for illustration.

GERMAN FOLK SONGS--Johnny Schmoker (or Jemmy Boker); The Linden Tree (by Franz Schubert); Mein Hut (My Three-Cornered Hat); O Tannenbaum (O Christmas Tree); Silent Night; Lo, How a Rose E'er Blooming. Check out contents of books with your music teacher.

FOLK TALES--Any of the Grimms' stories; Christian legends like Lohengrin; and The Lorelei of the Rhine.

Favorite Fairy Tales Told in Germany, by Virgina Haviland, Little, Brown Publishers.

ISRAEL

Rosh Hashanah and Yom Kippur

Celebrated: In September or October, days 1-10 Tishri of the Jewish Calendar

Background:

The Jewish celebration lasts ten days. Rosh Hashanah (the new year) is the first two days. The first day begins with something sweet, so people eat slices of apple dipped in honey. As they eat, they wish, "May it be a good, sweet year."

Much of the time is spent praying at the synagogue. A major part of the synagogue service is the blowing of the Shofar (ram's horn). The ram's horn has much Biblical meaning, pertaining to the story of Abraham and Isaac, Moses and the Ten Commandments, and Joshua at Jerico. The sound of the ram's horn is supposed to carry all the way to God and remind Him that it is time to open the Book of Life. It is said that everyone's name is set down in the Book of Life, and with each name are listed the good and bad deeds of that person. On Rosh Hashanah, God opens the Book and counts the deeds. Everyone gives an account of himself for the past year, judging his own deeds as God would. If wrongs have been committed, he has the next ten days to right them.

On Yom Kippur God writes down each person's fate for the next year in the Book of Life. Yom Kippur is the last day of the ten days. During the ten days between Rosh Hoshanah and Yom Kippur, people greet each other, shake hands, mend quarrels, correct mistakes, forgive others, and ask forgiveness. In the old days, bad luck was removed by swinging a chicken over one's head and then killing it, thus killing the bad luck. The chicken was then given to the poor. Today this custom is represented by giving gifts to the poor.

Yom Kippur is a day of fasting and of making resolutions for the coming year. The New Year is a very hopeful holiday for Jewish people. It is a time to right all wrongs and start all over again.

Most of the foods eaten during this holiday have symbolic meanings:

fish	fruitfulness and plenty
beets	enemy will be beaten down
leeks	enmity may leak away
watercress	good deeds may increase
caraway	sin is carried away
carrots	multiply (words are similar in Yiddish)

Activities:

FOOD--Begin the celebration with apple slices dipped in honey. Set out bowls of fruit and vegetables labeled with the name and the meaning. Discuss the similarity between the name of the food and its meaning. Challenge students to think of other vegetables or fruits that could have a symbolic meaning because of their names.

VALUING--Ask students: If you had only one day to right any wrongs (asking forgiveness, forgiving, mending a quarrel, or doing a kind deed) what would you do first? If it were customary for you to give a gift to someone poorer than yourself, who would you give it to and what would you give?

ART--Make a shofar of paper mache. Copy the picture of the shofar on the board as a model. Make the mold by rolling and shaping paper.

Shofar
(Ram's horn)

DANCE--Teach students the Hora ("Hava Nagila"). Teach them the words or tune to Hava Nagila. The Hora is a winding dance game accompanied by Hava Nagila. Have students form a line, placing arms on shoulders or holding hands. Choose a leader who will lead the line, weaving around tables and chairs. The leader can either do traditional dance steps or improvise. The line should turn in upon itself and coil up like a spiral, then gradually unspiral. Students can join the end of the line at any point or drop out when tired. If anyone is watching, the person dropping out for a rest should encourage the observer to take his place. It is best to do this in the gym or arrange the classroom furniture accordingly.

CREATIVE WRITING--Have students write a story about a person who must seek forgiveness for a wrong committed. Time is running out and the forgiver is nowhere to be found. Make it suspenseful! Or, instead of writing, students can tell an add-on story.

FOLK TALES--Suggested sources:

The Magic Ring and Other Medieval Jewish Tales, by Hyman E. Golden, Hebrew Publishing Company.

Fairy Tales from Grandfather's Big Book, by Edith Lindeman Colisch, Behrman House, Inc., New York.

Happy Holidays, by Robert Garvey, KTAV Publishing House, New York.

LIBERIA

Sohndidi or Sujondai

Celebrated: on January 1

Background:

The Liberians sing almost constantly for thirty-six hours, singing the old year out and the new year in. This is either done with no accompaniment, or with only guitars and tom-toms. The only time they stop is during the Watch-night church service, when they take stock of the old year and make resolutions for the new. At midnight the church bells ring, ships drop anchor and sound three blasts, and other noises are made for three mintues, which symbolize the cry of a newborn baby. The singing begins again and people parade in bright, traditional costumes throughout the night. Cultural dance groups perform especially a dance called the Gbaytu, which symbolizes changes in life.

Activities:

FOOD--Jolloff, a casserole of rice, tomato paste, chicken, beef, shrimp, pig's feet, slices of ham, peas, string beans, and seasoned with palm oil, salt and pepper, is served along with a baked rooster, symbolizing his wakening job.

Pigs' feet may not go over too well, but you could make some kind of rice casserole to serve.

COSTUMES--The traditional clothing is a blouse or shirt worn with a long piece of cloth, called a lappa, wrapped around the waist like a skirt. This is worn regularly in the country by both men and women, and on special occasions like the new year in the city. Encourage students to bring a long piece of material from home to use as a lappa. Old bed sheets cut into strips would work well.

GAME--The Jumping Game is played with one person as The Jumper. The other players stand in a circle, clapping their hands to a rhythm while humming a song. Any rhythmic song or tune that has a definite beat will work. It would be a nice effect to locate a tom-tom or bongos for the game. The Jumper stands in the center of the circle. He/she hops from one foot to the other, always lifing the knees high and keeping the toes pointed down. The Jumper hops about the center of the ring and chooses an opponent by placing himself directly in front of another player. The opponent must respond quickly by jumping and pointing down with the same toe that the Jumper is pointing with; otherwise their knees will hit each other, the opponent loses, and must become the new Jumper. If the opponent does not make a mistake, the Jumper must try to surprise another player in the circle and make their knees hit.

FOLK TALES--

The Sky-God Stories by Verna Aardema. Coward-McCann.

Behind the Back of the Mountain by Verna Aardema. Dial Press: New York.

Why Does the Mosquito Buzz in Peoples Ears? by Verna Aardema. Dial Press: New York.

The Great Minn by Jerry Pinkey. Follett Publishing Company: Chicago.

African Wonder Tales by Francis Carpenter. Doubleday.

USA

New Year

Celebrated: January 1

Background:

The date the U.S. celebrates the new year was inherited from the Romans. Until the time of Julius Caesar, the Romans celebrated the new year with the coming of spring. Julius Caesar changed the new year to January in honor of Janus, the god of all beginnings, agriculture, and the keeper of heaven and earth. The word January comes from Janus. The Festival of Janus marked the new year. Janus was always represented as having two faces, one looking forward to the new year and one face looking back to the old. Before the Romans accepted Christianity, under Constantine, the day was celebrated with many festivities. Under the reign of Emperor Constantine, the day was observed with fasting and prayer.

Many of the traditions observed in the U.S. began as a distillation of traditions from all the cultures that settled in our country. The Puritans did not celebrate the holiday because it reminded them of the heathen god Janus. The Dutch brought the idea of holding an open house. Moravians settling in Pennsylvania brought the element of noise, playing trombones and trumpets, and held a "love" feast. The Swedes included baked ham and costumes in their celebration. The English started the custom of ringing church bells to ring out the old and ring in the new. Later, English emigrants also added pantomimes (mummers) which developed into the Mummers' Parade in Philadelphia. More recent traditions include the Tournament of Roses Parade in California and the AdAmAn Club in Colorado which climbs to the top of Pikes Peak to set off fireworks on New Year's Eve.

Activities:

FOOD--Have students explain what customary foods might be for the U.S. New Year. Do their families eat any traditional foods? Have students bring in samplings of holiday food from home for the celebration. An interesting food tradition in South Carolina is a mixture of blackeyed peas, rice, hog jowls, and bacon or salt pork. Tradition says to eat peas on New Year's Day to have plenty of everything the rest of the year.

ART--Brainstorm the customs, traditions, and observances which belong to the new year celebration in the U.S. The list should include things that the students would describe to people of other cultures about their New Year. Encourage students to share special customs of their individual families. Have students choose different items from the list

about the picture. Compile the pictures into a book or display entitled "Celebrating New Years in the United States." A mural collage might also be inspired from the brainstorm list.

Make miniature floats for the Tournament of Roses Parade.

Make etchings or clay carvings of Janus

RESEARCH--Find out more about the Mummers' Parade and the AdAmAn Club.

SECTION IV.

Global Perspectives Goal #4

To develop skills that will enable students to respond creatively to local, national, and international events and to participate effectively at those levels.

Title: NEWS WATCH

Introduction:

Primary children are not too young to be exposed to significant news events. Nor are they too young to become aware of important figures in the news. This activity is designed to generate curiosity and interest in these events. It provides the opportunity for students to develop questions and ask for facts. This activity is a format for teaching current events.

Objective:

To help children become aware of current world events and world figures

Grade Level: K-3

Time: Twenty to thirty minutes

Materials: Pictures from newspapers or magazines
Chart paper

Procedure:

Step 1. Collect pictures from newspapers and magazines showing important current world issues, events, and people. Show the class one picture and ask: What would you like to know about the picture? Encourage each child to think of one question to ask.

Step 2. Write the questions on chart paper. Explain that you will answer the questions soon. If students are having trouble generating questions about an event, ask:

What is happening in the picture?

Where is it happening?

Why is it happening?

Help them be specific with their questions. If the picture is of a person, ask:

What does that person do?

Where does that person live?

Do you like that person?

Is this person famous? If so, why?

Step 3. Ask students if they would like to guess about the event or person before you tell them what the picture concerns.

What do you think is happening?

Who do you think the person in the picture is?

Step 4. Answer the childrens' questions about the picture.

Debriefing:

1. Do you think this (event) is important? Why or why not?
2. What do you want to happen?
3. What would you do to solve the problem?
4. Do you think this person is important? Why?
5. Do you think you would like him/her? Why?
6. Would you like to meet this person?
7. Would you like to go to that person's country?

Follow-Up

If it is likely that the event or person discussed will be on the evening news, encourage the students to watch for it on TV.

Title: TV ADVERTISING: WHAT IS IT?

Introduction:

Most young children enjoy watching TV commercials as much as they enjoy regular programming. In fact, many children cannot distinguish commercials from programs. Of those children who can differentiate between the two, a majority do not understand the purpose of TV ads, yet these same children are major targets of TV advertisers. This activity is designed to help young TV viewers understand what commericals are and what the purpose is of these thirty-second program breaks.

Objectives:

To distinguish the difference between TV commercials and programs

To understand the purpose of TV advertising

To recognize that TV commericals do not always tell the truth

Grade Level: K-3

Time: One to three days

Materials: Hans Christian Andersen's fairytale, The Emperor's New Clothes

Procedure:

Step 1. Ask:

Do you know what a TV commerical is?

How do you know if you are watching a TV commercial or a program?

What are the differences between the two?

Do you know what TV advertising is for?

Why are commercials on TV?

The students should understand the difference between TV shows and commercials, and that the purpose of commercials is to sell products to TV viewers.

Step 2. Ask students to describe some commercials they often see on TV when watching cartoons. Can they identify the brand-name products commercials try to sell them?

Step 3. Read The Emperor's New Clothes.

Step 4. Discuss the story with the class and ask:

Who sold something in the story?

What did they sell?

Who did they sell it to?

Did they do a good job of selling the clothes?

How did the swindlers talk the Emperor into wearing the new clothes?

Help students understand that the swindlers made the Emperor believe the new clothes would make him more clever than other people. Make students aware of how the swindlers used the idea of magic. The Emperor liked the idea that his clothes would be made of magic cloth.

Was the Emperor cheated because the swindlers wanted his money?

Step 5. Ask the students to pretend there was a TV in the story. Instead of selling the invisible clothes to the Emperor in person, the swindlers would sell the clothes in a TV commercial. Ask for volunteers to role play a TV commercial in which the swindlers sell the invisible clothes the same way they did in the story.

Step 6. Relate the role playing to real TV commercials. Even though the people who sell the products on TV may seem very nice and friendly, they do not always tell the truth, just as the swindlers did not tell the truth. Sometimes children and adults are swindled by TV advertisers in the same way the Emperor was fooled. Ask:

Were you ever fooled into buying something that turned out to be not very good? What?

Were you ever cheated out of your money? How?

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Title: TV ADVERTISING: SEEING THROUGH IT

Introduction:

The following is an advertisement aimed at television advertisers. It appeared in Broadcasting, a TV trade magazine.

> If you're selling, Charlie's Mom is buying. But you've got to sell Charlie first. His allowance is only 50 cents a week, but his buying power is an American phenomenon. He's not only tight with his Mom, but he has a way with his Dad, his Grandma, and Aunt Harriet, too.
>
> When Charlie sees something he likes, he usually gets it. Just ask General Mills or McDonalds. . . .
>
> Of course, if you want to sell Charlie, you have to catch him when he's sitting down. Or at least standing still. And that's not easy. Lucky for you, Charlie's into TV.*

Advertisers spend nearly $600 million a year selling products to children through TV. Unfortunately, young children lack the experience and education necessary to judge television ads carefully. This activity offers a strategy for presenting to young students some of the techniques TV advertisers use to sell kids their products.

Objectives:

To become familiar with selling techniques used by children's advertisers

To identify specific selling techniques used in TV commercials

To learn about consumer information regarding toy advertisements

To apply consumer information to toy advertisements seen on TV

Grade Level: K-3

Time: Two to three weeks

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*Kay, Evelyn. "How to Treat TV with TLC: The Act-Guide to Children's Television" (Boston: Beacon Press, 1979).

Materials: Handout #30, "TV Advertising for Kids"
Handout #31, "Lots of Happy Friends"
Handout #32, "Loveable Cartoon Characters"
Handout #33, "Giveaways"
Handout #34, "Magic"
Handout #35, "Distortions"
Bulletin board
Art supplies
Chart paper

Procedure:

Step 1. Familiarize yourself with Handout #30. It might also be helpful to watch children's programming to see current advertisements aimed at children.

Step 2. Discuss the purpose of TV commercials (see preceding activity). Explain that certain types of commercials are made for kids and that the class will discuss them.

Step 3. Discuss the first technique on Handout #30, Lots of Happy Friends. Ask:

Have you ever seen a TV commercial with a group of kids in it?

Which ones do you remember?

Do you like seeing those ads on TV?

What do you like about those ads?

Do you like the kids or do you like what they are doing?

Explain that people who make the commercials know children like to play together; that if kids see other kids in TV ads having fun, then they might want to buy what the ad is selling. Distribute Handout #31.

Step 4. Assign students to watch TV the following morning or afternoon for ads that show lots of children playing together. Students should watch TV during the hours when programming and advertising focus on them: 3:30-6:00 p.m. and 6:00-8:30 a.m., weekdays; and 6:00-10:30 a.m., Saturdays. Write a note to parents that explains the lesson on children's advertising. It also would be helpful to give parents a copy of Handout #30 so they may help their children identify advertising techniques.

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Step 5. Discuss the ads students saw that incorporated the technique of "Lots of Happy Friends." Mount the title on the bulletin board. Have students make a display of TV ads or products that use this technique. They can either create a picture of the TV ad and the characters in it, or a picture of the product. Mount the pictures on the bulletin board.

Step 6. Divide student into groups to role play ads that use the "Lots of Happy Friends" technique. Structure the role playing by asking them to: (a) define the main action that will take place in the commercial, i.e., eating breakfast or playing a game), and (b) identify each character, what each will talk about and do, and why each character is important in the commerical. Allow students time to rehearse until they feel ready to act out the TV ad for the class. During the role playing, provide students the option to "see through" the technique and refuse to buy the product.

Step 7. Repeat steps 3 through 7 for the other advertising techniques in Parts 1 and 2 of Handout #30, with the exception of writing a note to parents.

Step 8. Discuss thoroughly the information in Parts 3 and 4 of the handout. Have students watch for toy commercials that do not provide the toy information discussed in the handout. Explain what a disclaimer is. Ask them to watch for disclaimers in commercials.

Step 9. Keep two charts on the bulletin board, one entitled RESPONSIBLE ADS and the other IRRESPONSIBLE ADS. As children continue to watch for commercials that do or do not provide necessary information about toys, ask them to list the products on the appropriate chart.

Follow-Up:

Have students write complaint letters regarding TV toy ads they think are irresponsible, or letters of praise concerning responsible toy advertising. Letters should specify the product's brand name, the TV program sponsored by the ad, and the students' complaints. Send the letters to the local TV station and send copies to the Federal Trade Commission, the network with which the local station is affiliated, and to the company that manufactures the product. This process teaches students how to be responsible consumers and citizens.

Title: IS ANYBODY WATCHING?

Introduction:

Children have a considerable influence on their familys' buying habits. Consequently, they become targets of advertising pressure. They need guidance in interpreting advertising aimed directly at them and in understanding their own vital roles as consumers. This activity will address these issues. Section I explores written advertising in magazines and newspapers and Section II investigates TV advertising.

Objectives:

To recognize propaganda techniques in advertising

To find examples of tricky or deceptive advertising

To apply understanding of propaganda by creating a TV commercial using those techniques

To role play the TV commercial developed by the students

Grade Level: 4-6

Time: One to three days

Materials: Handout #36, "Who's Fooling Whom?"
Handout #37, "Task Cards"
Handout #38, "Commercial Evaluation"
Construction paper

Procedure:

Step 1. Lead students to understand that they are constantly being asked to buy various things, and are often cleverly persuaded to do so. Advertisers use persuasive tactics that are many times quite subtle and less than honest.

Step 2. Distribute Handout #36 and discuss the persuasive techniques. Ask:

Which techniques were you aware of?

Which were you unaware of?

What advertisements have you seen or heard that use these techniques?

Step 3. Divide students into groups and give each group a task card from Handout #37.

Step 4. Groups are to develop their commercials using one or more techniques from Handout #36. Rehearse commercials.

Step 5. Students present commercials to the class. If possible, videotape the commercials. After all the presentations are made, have the students evaluate each commercial using Handout #38.

Debriefing:

1. What problems did your group have in thinking up a TV ad?
2. Would real writers for TV ads have the same problems?
3. Which of the persuasion techniques did the class use the most?
4. Are the same techniques used most often on TV?
5. Which techniques do you have the most respect for? The least? Why?
6. Which techniques have the most influence on you? The least? Why?
7. Did anyone in your group wonder about how good the product really was?
8. Did anyone want to tell the truth instead of fool the people?
9. Do you think real advertisers are concerned with telling the truth?
10. What advice would you give about watching TV ads to people of America who watch a lot of TV?

Follow-Up:

Distribute comic books, magazines and newspapers. Have students search for ads that incorporate examples of persuasive techniques. Mount the ads on a bulletin board headed, "Who's Fooling Whom?".

Resources:

"Seeing Through Commercials" Vision Films, Los Angeles. 15 minutes, 16 mm, color. A film for consumer education. Good for grades 2-12.

"The Six Billion $$$ Sell" A Consumer Report film, 15 minutes, 16 mm color, produced by Consumers Union in cooperation with the New York State Consumer Protection Board. Grades 5-12.

"Consumerland: How High the Mountains?" Filmstrip and cassette, 30 minutes. Argus Communications. Grades 5-12.

"TV Ads" A selected collection of actual TV ads spliced to facilitate viewing can be had from most TV stations free of charge. If not, they are available at the Economic Justice Program, Justice and Peace Center, 3800 North Third Street, Milwaukee, WI 53212.

"Soopergoop" A film produced by Churchill Films, 662 North Robertson Boulevard, Los Angeles, CA 90060. Covers consumer education, social studies, nutrition, values, and mathematics. Good for primary and elementary grades. 13 minutes.

Action for Childrens Television
46 Austin Street
Newtonville, MA 02160
(617) 527-7870 Write for information

Also, check your city film library for any of these or other films.

Title: CHANGEOVER

Introduction:

Today's children must be able to anticipate and respond constructively to the dramatic changes occuring in the world. To facilitate this process, they should first understand what change is. Students also need to be aware of the continuous impact of change upon their lives. This activity addresses the concept of change as it applies to students' immediate lives.

Objectives:

To increase understanding of the concept of change

To understand how change affects individual lives

To understand how change is a constant, continuous factor in people's lives

Grade Level: 2-6

Time: One class period

Materials: Handout #39, "Changeover"
Pencils

Procedure:

Step 1. Change happens when people and things become different. Encourage children to express, in their own words, what they think change is. Discuss change in terms of differences that occur which children see and feel, such as differences in the weather, in woods, in furniture arrangements, and in age.

Step 2. Distribute Handout #39. Instruct students to find classmates who can answer to the descriptions in the boxes on the handout. When they find someone who can answer a description, that person signs his or her name in that box. Players may not have the same person sign their sheet more than one time. The first player to collect a signature for each description is the winner.

Debriefing:

1. Was the handout easy or difficult to complete?
2. Which boxes were easy to fill in? Difficult?
3. Which changes are most important? Least important?
4. Which changes do you like the best?
5. Which changes are hardest for you?
6. What do you do to make those changes easier?
7. When will changes stop happening in your lives?
8. When will you stop changing?
9. When will the world stop changing?
10. Why do you think change is always happening?
11. How do you feel about the fact that change is always happening in our lives?

Title: READING THROUGH THE HYPE I

Introduction:

"Hype--to put on; deceive; stimulate, enliven; to promote or publicize extravagantly" (Webster's New World Dictionary).

Our world is full of hype. People have their own reasons for using it, whether they be journalists, salespersons, advertisers, news reporters, or con artists. In the complex world we live in, it grows increasingly difficult to discern fact from fiction. This activity helps students explore the difference between statements that can and cannot be substantiated with factual evidence.

Objectives:

To discern factual statements from opinion statements

To develop a skepticism of statements that are stated as fact, but are unfounded by factual evidence

To distinguish statements that can be substantiated with factual evidence from those that cannot

Grade Level: 5-6

Time: One to two class periods

Materials: Handout #40, "Fact or Opinion"
Handout #41, "The Mysterious Disappearance of Twila Jones"
Handout #42, "The True Account of the Disappearance of Twila Jones"

Procedure:

Step 1. Distribute Handout #40. Divide students into groups of five. The groups are to decide which statements are fact and which are opinion.

Step 2. Discuss:

Did you all arrive at the same answers?

Were there any statements on which you had trouble reaching agreement? Explain.

How were you able to determine if statements were factual? Opinion?

Step 3. If students did not clarify the distinction between fact and fiction in the discussion, share the following definitions with them:

A factual statement is one which is capable of being confirmed on the basis of evidence.

An opinion is a statement that is based on a belief rather than what is proved or known to be true.

Step 4. With the above definitions in mind, have the groups go back over the statements and discuss what evidence it would take to convince them that the statements are true. (They are not to discuss whether or not each statement is true; only what evidence is needed before they will believe the statement to be true.) They do not need to reach an agreement, however, they should discuss any disagreements before moving on.

Step 5. Discuss the groups' answers:

What kinds of evidence did you find it necessary to have?

Do you all agree on the evidence? If not, describe the disagreements.

Which statements would be easy to find evidence for?

Which statements would be difficult to find supporting evidence for?

Are there any statements that would be impossible to find evidence for?

Follow-Up:

1. Distribute Handout #41. Have students read the story and discuss the study questions. Are students able to discern which parts of the story might be fact and those that might be fiction or opinion?

2. Distribute Handout #42. Read and discuss the true story.

Title: READING THROUGH THE HYPE II

Introduction:

In this activity students are challenged to practice and apply the skills and concepts presented in the previous activity. Students are asked to discern unsubstantiated statements within the context of newspaper articles.

Objective:

To determine unsubstantiated statements within the context of written articles

Grade Level: 5-6

Time: One to two class periods

Materials: Handout #43, "Chores"
Handout #44, "Riddle"
Handout #45, "Alien Creature"

Procedure:

Step 1. Cut Handout #43 in half. Distribute the first two paragraphs of the article to the students. Have students read the paragraphs carefully.

Step 2. Discuss:

Do these two paragraphs convince you that boys help out at home more than girls do?

What information do you need to know about the survey, the youngsters, Dr. Brinkerhoff, and the writer of the article before you will accept the headline statement as fact?

Step 3. Distribute the other half of Handout #43. Discuss:

Did the article give you the information you needed in order to accept it as true? Explain.

Do you believe the information to be factual?

Where do the families who were surveyed live?

This information is lacking in the article, however, it is significant to its validity. If the people were from one town or one section of town, it would be inaccurate to generalize about all boys and girls.

Is there any information about the families who were surveyed? Why might this be important?

Perhaps there are unique characteristics in the individual families which would slant the survey. Perhaps girls were not asked to do much; perhaps boys were older, stronger, and able to do more of the chores. Of course, we are assuming that only families who had both sons and daughters were asked. The point should be made that surveys can easily be planned to come out the way the surveyor wishes.

Were the differences between the numbers in the article meaningful?

At most there was a 6 percent difference in the number of boys over the number of girls who worked at home. Not terribly earth shaking figures! Numbers are sometimes used only to impress readers or make the person sound like an expert.

Step 4. Distribute Handout #44. Have the students read the article carefully. Discuss:

Do you believe the article is factual? Why or why not?

What information does the article give us about Leonard Stringfield?

Is there enough inforamtion for us to believe him and his research?

What do the words "top UFO researcher" mean?

Anyone who wanted could call himself a "top UFO researcher." Could Stringfield have given himself that title?

Do we know who Stringfield works for, where he studies, or where he lives?

Articles about researchers and their studies usually name an institution that he or she is affiliated with to give that researcher and the article legitimacy. The article passes Springfield off as an expert, but we have no proof of his expertise. The absence of any real life information about him leaves a question about his actual existence.

Does the article mention anything specific about the witnesses?

What would you need to know about the witnesses before you would believe the reports?

Does the fact that the witnesses were hypnotized or given lie detector tests assure you that their reports are factual?

It would be important to know something about the psychological makeup of a witness. If the witness has a history of drug use, mental illness, or an obsessive fascination with UFOs there may be reason to be skeptical. A person can make himself believe anything he wants to believe. If a witness did not actually see the illusion but was convinced that he/she did, a lie detector test or interview under hypnosis might not reveal the truth. It would also be important to know if the witness were under the influence of alcohol or drugs.

How many witness reports were there?

"Hundreds" can mean anything. The fact that no specific number was used can leave one in doubt.

Step 5. Ask students to carefully reread the descriptions of the beings.

Can you get a mental picture of the beings?

Distribute Handout #45.

Do the aliens in the picture look like aliens you have seen in a movie? They look much like the aliens depicted in the movie "Close Encounters of the Third Kind."

What are some of the reasons for this similarity? Perhaps witnesses were influenced by the movie and developed a mind set of what aliens should look like. Perhaps the newspaper made up a familiar description and picture to attract attention.

Debriefing:

1. How often do you think people believe what they want to believe, in spite of the fact there is no real evidence to support it as being true?

2. How often do you accept a statement as true without questioning its accurateness?

3. When is it important to question the truth of the statements we hear from friends, family, politicians, advertisements, and other media?

Title: UP, DOWN, AND AROUND THE WORLD

Introduction:

Most students are unaware of the position of the continents in relation to their own country. They also have difficulty distinguishing the names of continents from the names of countries. This activity is designed to help students learn geography through a game format designed for small groups.

Objectives:

To learn locations and names of the continents

To learn the directions north, south, east, and west

Grade Level: 1-6

Time: Thirty minutes

Materials: Handout #46, "Gameboard Map"
Markers
Playing cards
World atlas

Procedure:

Step 1. Make a set of twenty-five playing cards with written directions such as: move 2 spaces NE; move 3 spaces south; or 2 spaces toward Asia.

Step 2. Make gameboards by laminating the handout, or use an overhead projector for one large gameboard. NOTE: The grid on this map is not representative of an accurate scale of latitude and longitude.

Step 3. Two to four students may play. One player must keep score and check the atlas.

Step 4. RULES: All players begin at North America

The first player draws a card, moves the marker the correct number of spaces in the designated direction, and places the card at the bottom of the deck.

Upon reaching a continent, a player receives one point for landing on it and five points for identifying it. If not correctly identified, the player loses a turn. For each succeeding turn on that continent, the player has an opportunity to earn three points for naming a country on that continent.

Use a world atlas as a key for this game. Consult the index of the atlas if there is a question about what continent a country is in.

The game continues until one player has landed on each continent or earned fifty points.

Title: CLAIM YOUR NEIGHBOR

Introduction:

The game can be used to reinforce the names of the countries in each continent. After students have been introduced to several countries and their locations, they will enjoy playing Claim Your Neighbor.

Objective:

To identify the countries belonging to a continent

Grade Level: 3-6

Time: Twenty minutes

Materials: Blindfolds for each student
Paper

Procedure:

Step 1. Write on slips of paper names of countries around the world that students have studied or are studying. Fold them and put them in a dish for students to draw.

Step 2. Have students draw slips. Each student will represent the country drawn.

Step 3. Blindfold students and scatter them in a small, open playing space. You may want one or two students to help you monitor the game to keep students from roaming outside the space.

Step 4. Tell the students the number of countries that are represented from each continent in the game. For example, if there are six countries from Africa, five from America, six from Asia, etc., the students need to know this before they start playing.

Step 5. When children touch, they must call out the name of their country. If both children belong to the same continent, they call out, "I claim my neighbor," and link arms. If they find more countries from their continent, they continue to link arms. The game continues until all the players from a continent have found one another and linked arms. The students belonging to the first continent to find all its countries are the winners.

Follow-Up:

1. If studying one specific continent, assign students the countries of the continent. When adjacent countries find each other, they link arms. They continue to attach themselves to more adjacent neighbors. The group with the most attachments at the end of the game wins.

2. The above suggestion can also be applied to learning the states/provinces in North America.

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SECTION V.

Handouts

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DIRTY STUFF

Handout #1

What did you see that is dirty?

ugh!

Was it in the air?
On the land?
In the water?

Where does it come from?

What does it look like?

What might happen if it gets worse?

What would it look like if it were clean?

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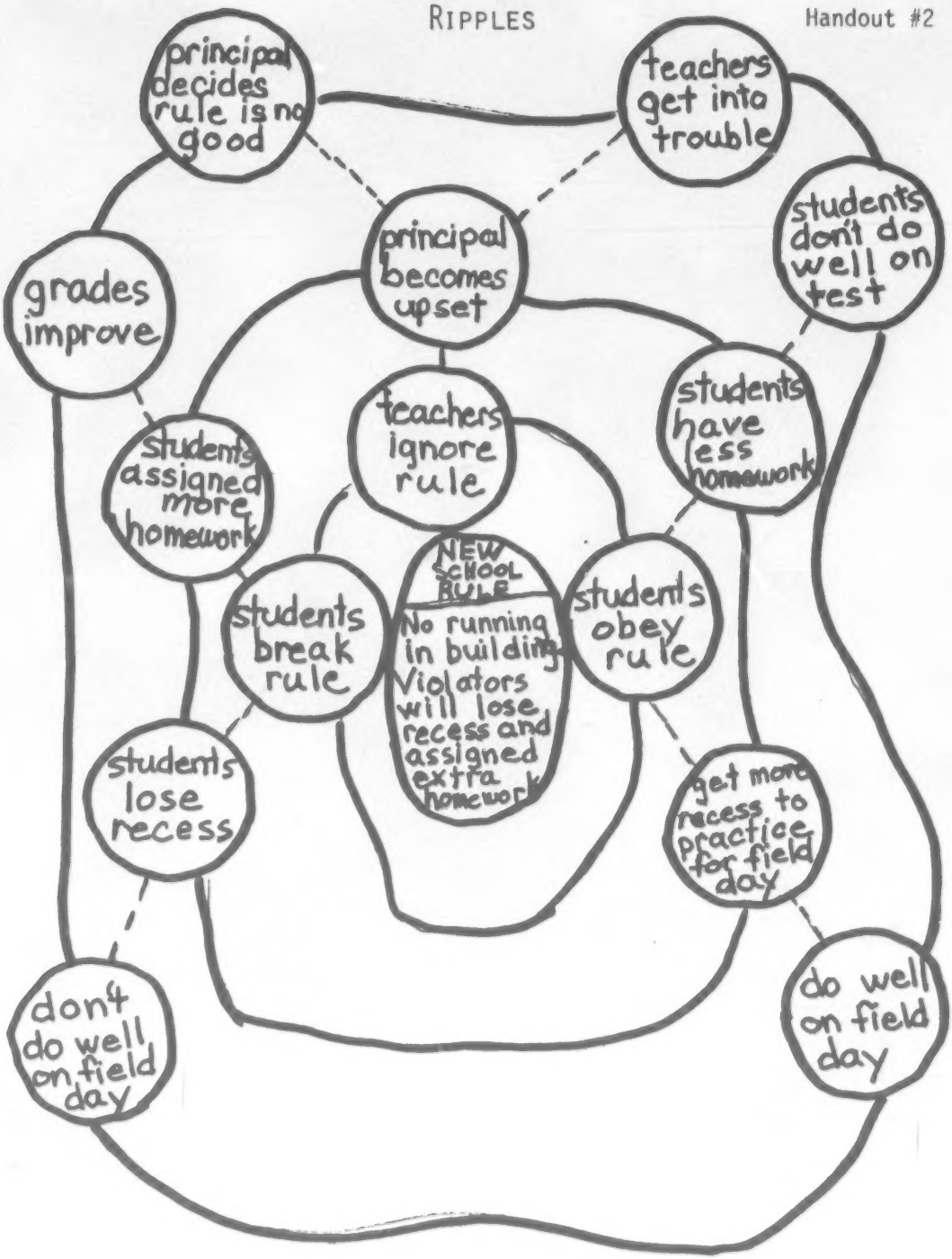
RIPPLES

Handout #2


principal decides rule is no good
teachers get into trouble
students don't do well on test
principal becomes upset
grades improve
students have less homework
teachers ignore rule
students assigned more homework
NEW SCHOOL RULE
No running in building. Violators will lose recess and assigned extra homework
students break rule
students obey rule
students lose recess
get more recess to practice for field day
dont do well on field day
do well on field day

Can you fill in the empty space with more circles?

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MIGRATION QUESTIONNAIRE

Handout #3

Dear Parents: Our class is currently discussing the movement of population and the changes they have had in their lives. We would appreciate your help in filling out this form with your child and discussing the reasons that may have influenced your moved and/or the reasons you have stayed in one place. Thank you.

List all the places you have lived:

_____

_____

_____

_____

Mark all the reasons that influenced your moves:

___Father's job

___Mother's job

___Company transfer

___Finding new job

___Climate

___Divorce

___Health considerations

___Closer to family

___Larger house

___Shorter distance to job

___School district

___City

___Country

Other: _____

_____

_____

Please list two ways in which your move to this community has changed your family's life:

_____

_____

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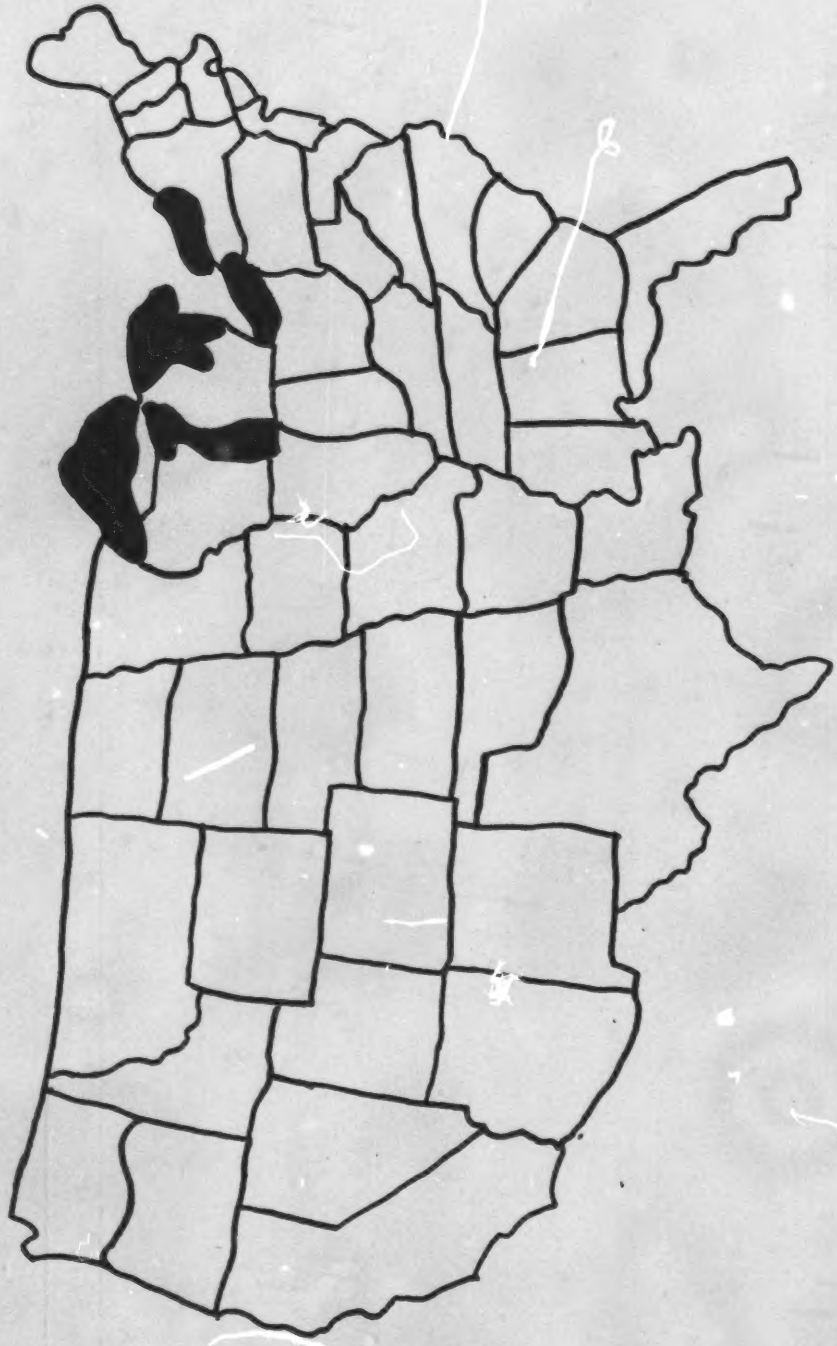
Handout #4



U.S. Map

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WORLD MAP

Handout #5

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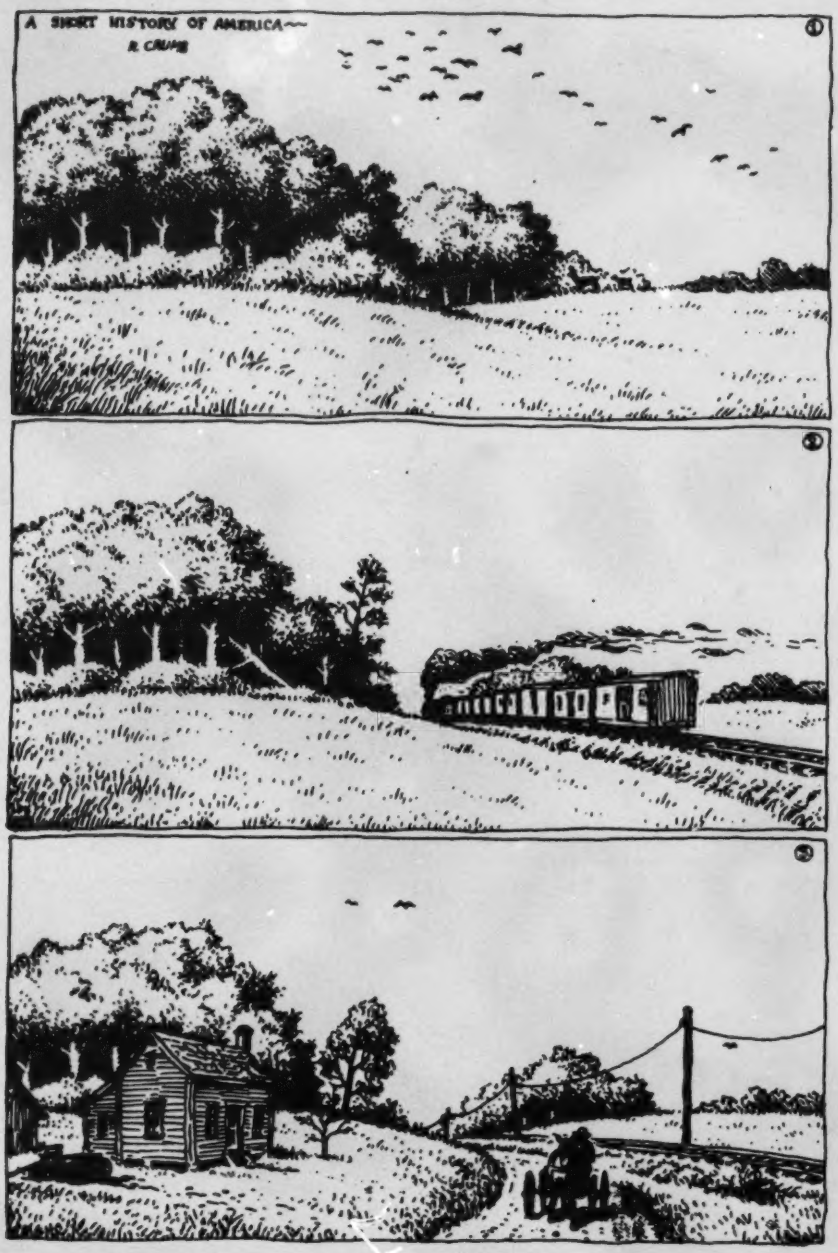
PICTURES



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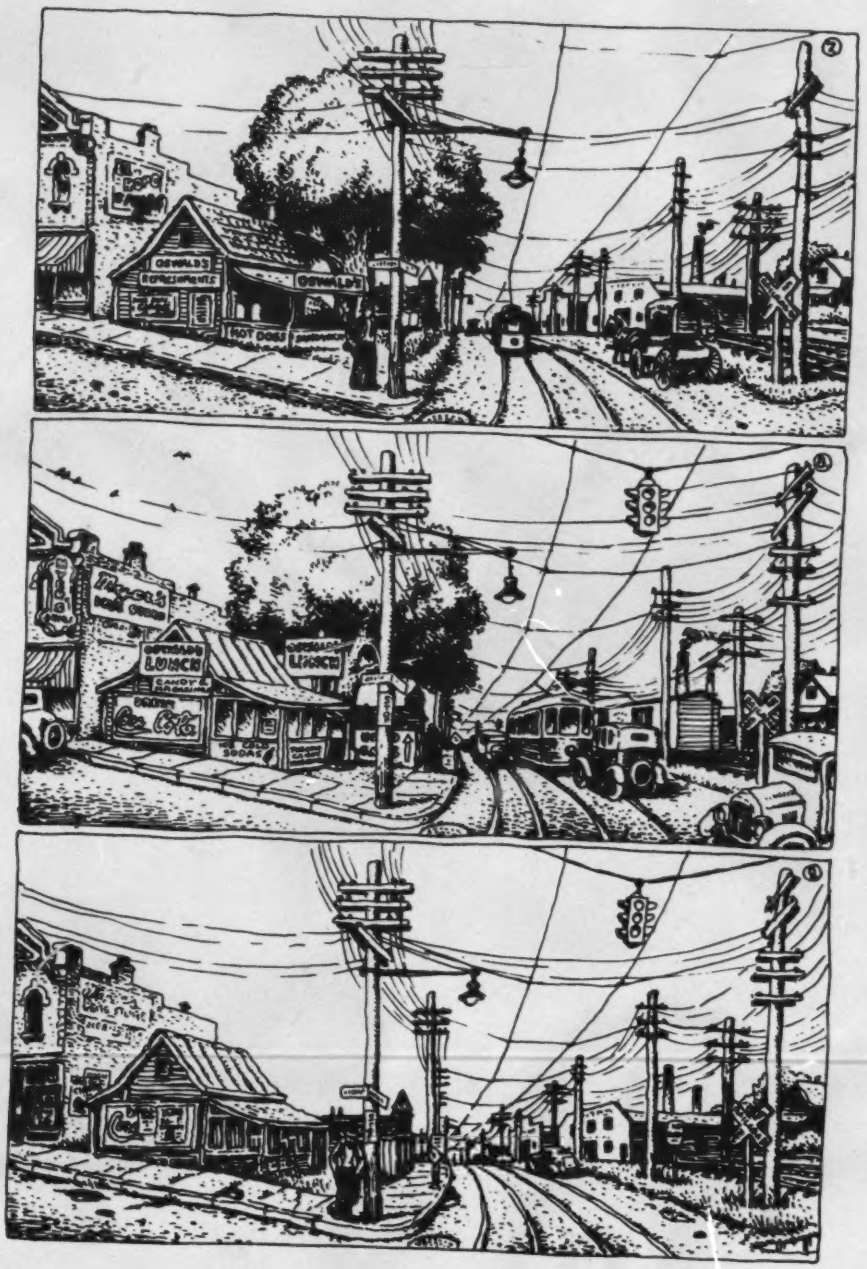

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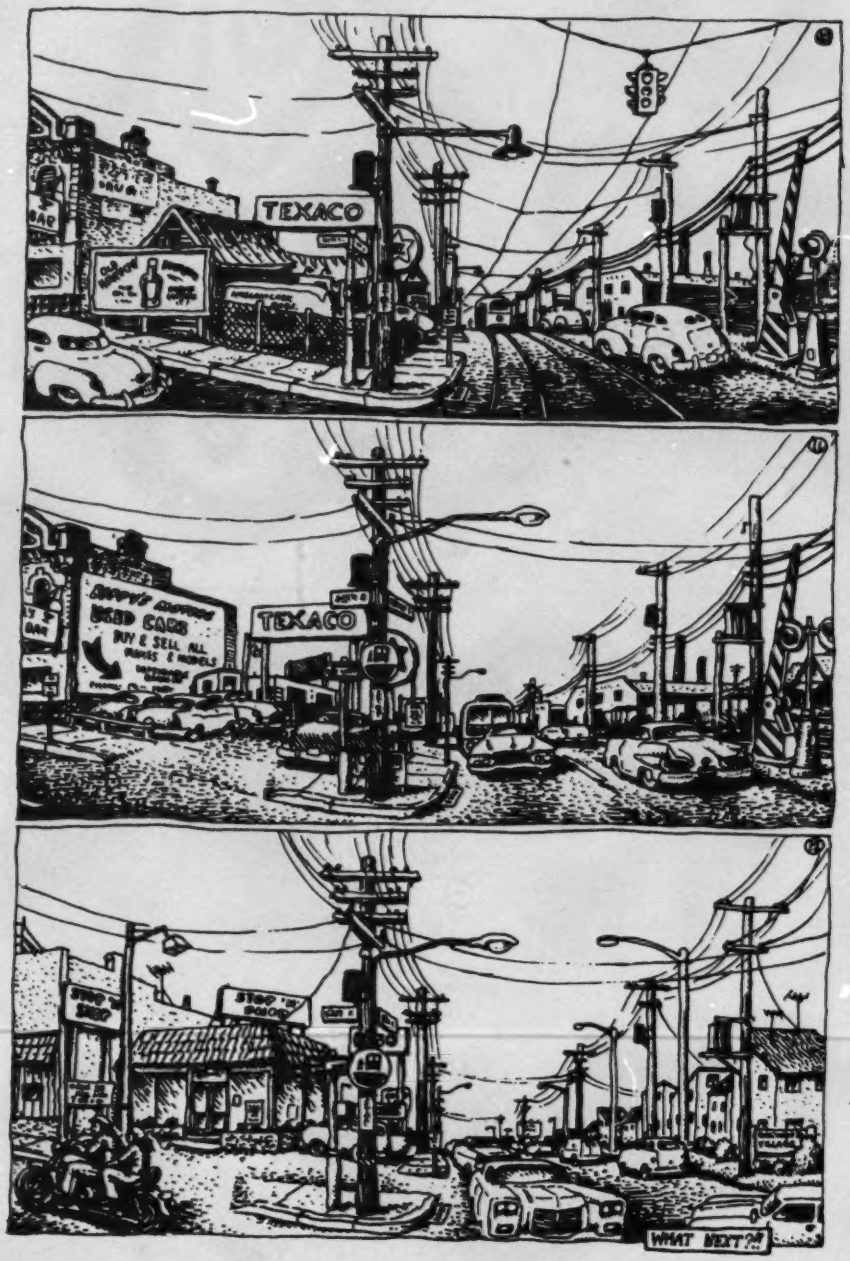

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U.S. MAP

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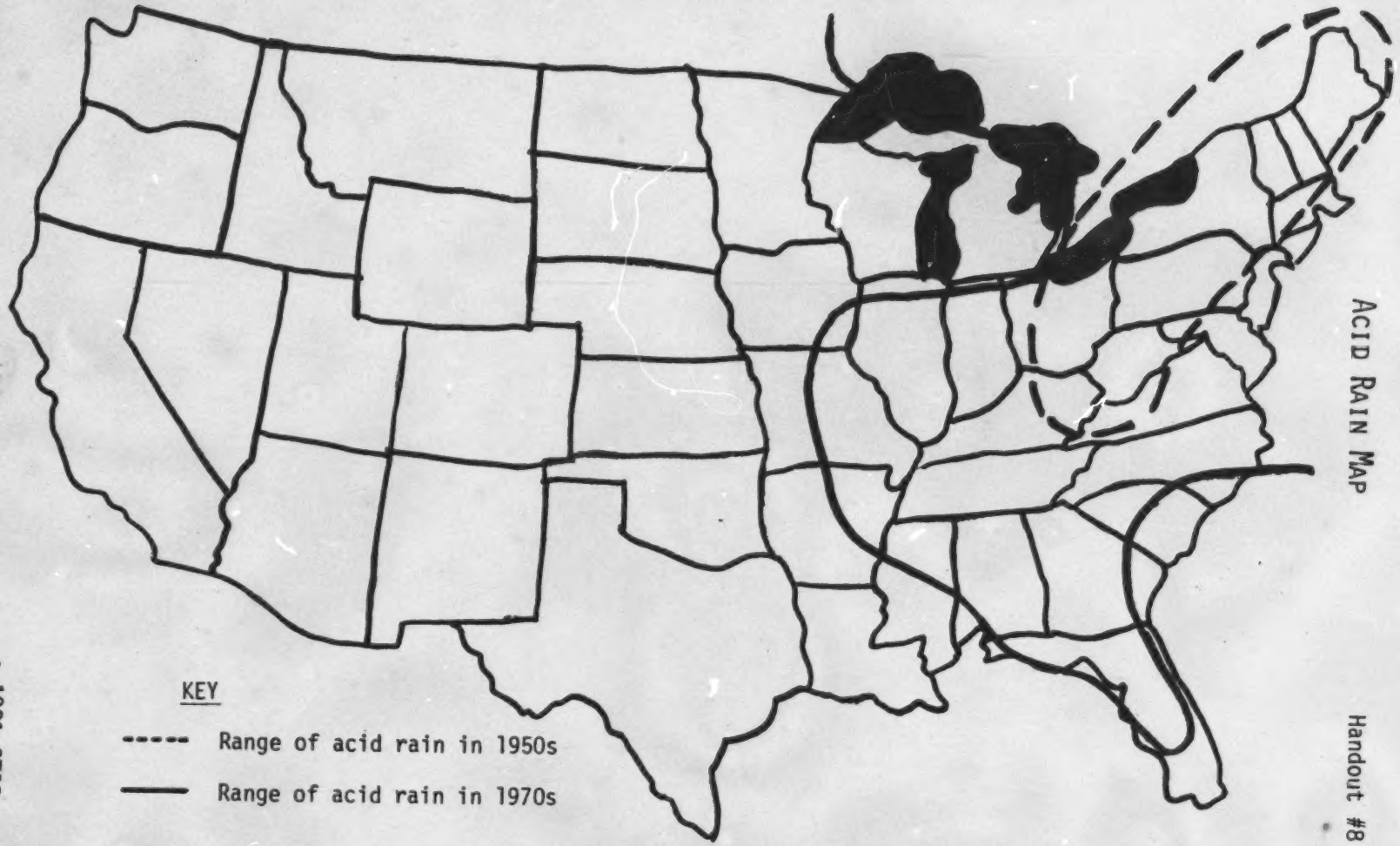
Handout #7



ACID RAIN MAP

Handout #8

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RESOURCE LIST

Handout #9

Supplies:

Heating and Lighting

Water Supply

Plants--vegetable, fruit

Plants--vegetable, wheat, cotton

Chickens and dairy cows

Fuel

Protective forcefield

Clothing--one change of clothes per person, plus a jacket

Books--all types

Recreation equipment

People:

Engineer--understands how the spacecraft and all the equipment on it works. Has the know-how to fix anything that goes wrong.

Fuel Expert--knows how to use the fuel to generate electricity; make the heat and light into fuel; and care for any of the fuel operated systems on the spacecraft.

Plant Farmer--makes sure the necessary plants for food and clothing are planted, cared for, and harvested.

Processor--has the know-how to process the plants into foods and materials, as well as work and maintain the machinery. Can also make the cows' milk into dairy foods.

Animal Farmer--cares for the chickens and cows so they enjoy good health and continue to produce foods.

Librarian--is an expert on where to find any needed information among the thousands of books aboard the spacecraft.

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GUIDELINES

Handout #10

The Decision Committee should consider:

1. Do both ships have a food supply?
2. Which spaceship has a water supply? Does the other ship have any liquid on it?
3. Do both ships have a way to keep warm?
4. Which spaceship has clothing? Does the other spaceship have a way to produce clothing?
5. Which spaceship might be in danger of being hit by objects flying in space?
6. Which spaceship has the most experts?
7. Does the ship that has fewer experts have a way of getting the information needed?
8. What might happen to a spaceship that has fuel, but nobody who knows how to put the fuel to use?
9. What might happen to a ship that has plants, but nobody who knows how to harvest, care for them, or plant more?
10. What might happen to a ship that has something wrong with it and nobody who knows how to fix it?
11. Which ship is going to have the happiest people on it?

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THE NEIGHBORHOOD CRITTERS Handout #11

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PLAY TIME I

Handout #12

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PLAY TIME II

Handout #13

IT LOOKS LIKE WE USED ALL THE BLOCKS
WOW! WHAT A TERRIFIC CITY WE BUILT!
YIPPEE
WHAT A LOUSY THING TO DO. SHE'S GOING TO BE VERY SORRY WHEN I'm FINISHED WITH HER
I'm SO MAD! SHE'S GOING TO GET A BIG PIECE OF my MIND.
AH-HA! I FOUND YOU. DO YOU KNOW WHAT YOU ARE?
YOU'RE A...A..A. GIRL-BIRD THAT'S WHAT YOU ARE.

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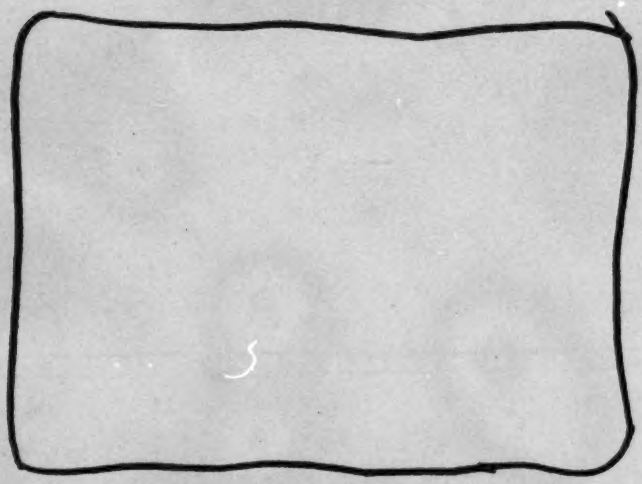
THE PARTY I

Handout #14



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THE PARTY II

Handout #15

I'M HAVING A PARTY AND YOU'RE NOT INVITED
YOU'RE DOING THE RIGHT THING. I DON'T BLAME YOU AT ALL
IF I DO THINGS THAT BOTHER YOU, YOU WOULD BE CRAZY TO INVITE ME

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THE SANDWICH I

Handout #16

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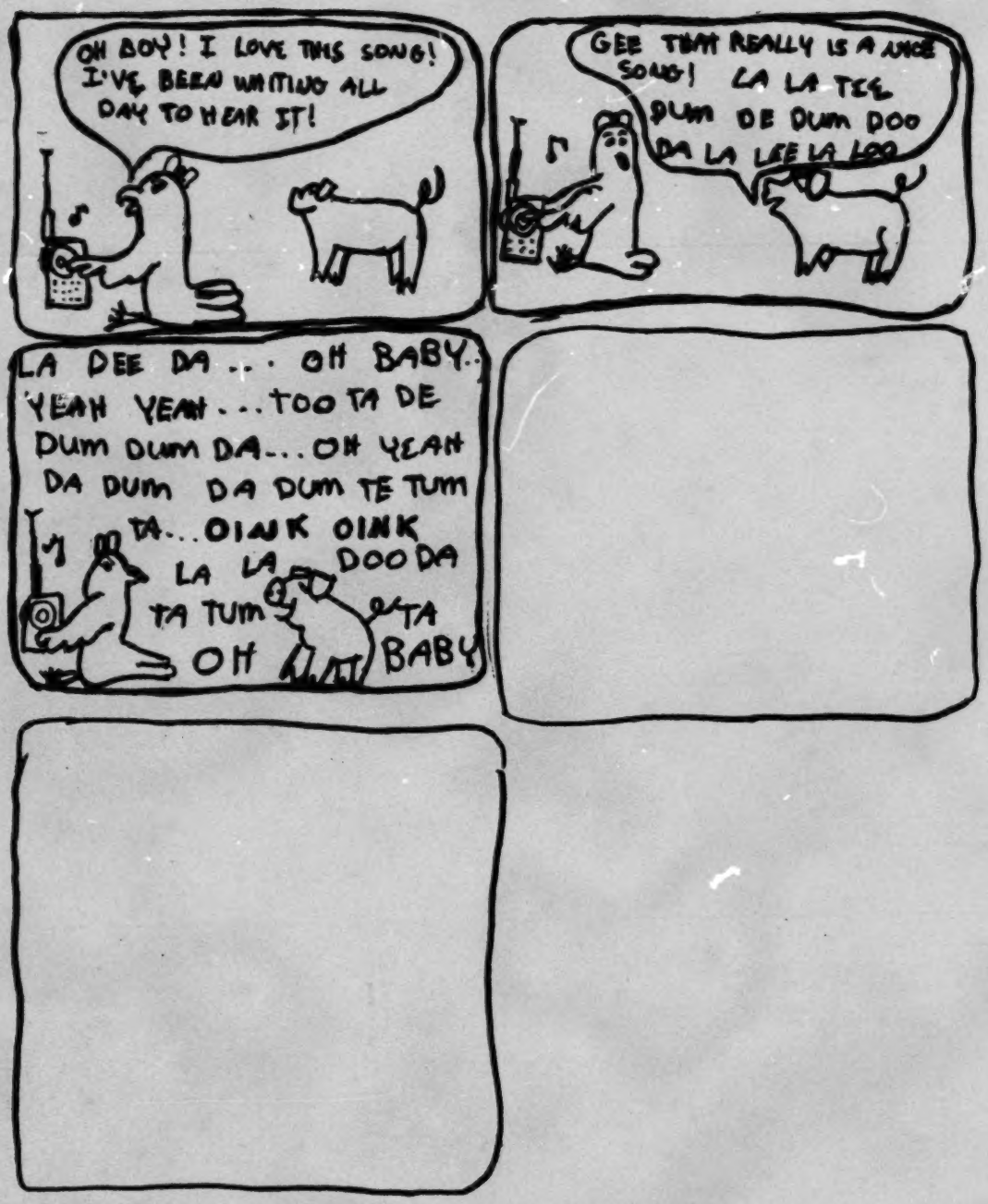
BACON SINGS I

Handout #17


OH BOY! I LOVE THIS SONG! I'VE BEEN WAITING ALL DAY TO HEAR IT!
GEE THAT REALLY IS A NICE SONG! LA LA TEE DUM DE DUM DOO DA LA LEE LA LOO
LA DEE DA... OH BABY.. YEAH YEAH...TOO TA DE DUM DUM DA...OH YEAH DA DUM DA DUM TE TUM TA...OINK OINK LA LA DOO DA TA TUM TA OH BABY

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TIMMY, I'm HUNGRY. WILL YOU PLEASE MAKE ME A SANDWICH?
DOGGONE IT TINA, DO I HAVE TO DO EVERYTHING FOR YOU?
WHY CAN'T MY PESTY LITTLE SISTER DO SOMETHING FOR HERSELF?
ARE YOU FINISHED NOW?
I'm FINISHED
PEANUT BUTTER OR TUNA?

OH BOY! I LOVE THIS SONG! I'VE BEEN WAITING ALL DAY TO HEAR IT.
GEE THAT REALLY IS A NICE SONG! LA LA TEE DUM DE DUM POO DA LA LEE LA LOO
LA DEE DA . . . OH BABY.. YEAH YEAH . . . TOO TA DE DUM DUM DA . . . OH YEAH DA DUM DA DUM TE TUM TA . . . OINK OINK LA LA DOO DA TA TUM TA OH BABY

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FRIENDS I

Handout #19

c 1981 CTIR

FRIENDS II

Handout #20

c 1981 CTIR

RIDDLES I

Handout #21

Match the riddle to its answer:

___What has many branches and yet is very light?	1. the wind
___I came from Santo Domingo talking like a priest. I have a little green body and a red heart in my breast.	2. a fire in the fireplace
___I have something but I do not have that something else that I would like to have in order not to have what I have. What are they?	3. bananas
___Who is the boy that sleeps in the dirt and dies if he drinks water?	4. eyes
___What can open gates without having arms or hands?	5. corn popping
___Everybody loves me forever, but nobody can look into my face.	6. it had more sense (cents)
___A boy dances and as he dances he ties a white turban on his head.	7. sleep
___There is a giant dragon: he is hard on top and always hungry, he eats no solid food; suddenly he dashes forward, roaring loudly and leaving a trail of smoke.	8. an eagle feather
___A nickel and a dime were sitting on a fence and the nickel fell off. Why didn't the dime fall?	9. hunger and food
___What is it: a row of girls all dressed in yellow lean out the grocer's window.	10. an automobile
___What is the cloth woven without thread that conquers both Turks and Sultans?	11. a parrot
___Two black and white doves are tied in separate nests, and they fly to the sky without leaving their nests.	12. the sun

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RIDDLES II

Handout #22

Match the riddle with the culture it comes from:

___	What has many branches and yet is very light? (an eagle feather)	1. France
___	I came from Santo Domingo talking like a priest. I have a little green body and a red heart in my breast. (a parrot)	2. Israel
___	I have something but I do not have that something else that I would like to have in order not to have what I have. What are they? (hunger and food)	3. USA
___	Who is the boy that sleeps in the dirt and dies if he drinks water? (a fire in the fireplace)	4. USSR
___	What can open gates without having arms or hands? (the wind)	5. China
___	Everybody loves me forever, but nobody can look into my face. (the sun)	6. Egypt
___	A boy dances and as he dances he ties a white turban on his head. (corn popping)	7. Iceland
___	There is a giant dragon: he is hard on top and always hungry, he eats no solid food; suddenly he dashes forward, roaring loudly and leaving a trail of smoke. (an automobile)	8. Puerto Rico
___	A nickel and a dime were sitting on a fence and the nickel fell off. Why didn't the dime fall? [it had more sense (cents)]	9. India, Baiga Tribe
___	What is it: a row of girls all dressed in yellow lean out the grocer's window. (bananas)	10. Persia
___	What is the cloth woven without thread that conquers both Turks and Sultans? (sleep)	11. North America Arapaho Indian
___	Two black and white doves are tied in separate nests, and they fly to the sky without leaving their nests. (eyes)	12. Brazil

---

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c 1981 CTIR

RIDDLES III

Handout #23

Question	Answer
What looks like a star in the water?	a fish's eye
What is it that grows big where it sits down?	a wood tick
What is it that for one day has his own way?	a prairie fire
Who is that good looking young person in the white striped blanket?	a skunk
Who is the girl who always wears yellow paint on her cheeks?	a raccoon
What is it, running along, with no sense?	an automobile

RIDDLES IV

Question	Answer
Who is the chief over the whole world?	the sun
I know a pasture--on it are five trees	it is the hand
There is a mountain which trembles	it is the hump on a buffalo bull
The small one conquers the large one	the ax cuts down the tree
The chief lives in the middle of the country	the tongue and the mouth
If you are too greedy, you hurt yourself	don't bite your tongue

---

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RIDDLES V

Handout #24

Question	Answer
What is this? There is a sweetshop inside a lumber shop inside a leather shop inside a thorn shop.	a chestnut
What is the resemblance between women planting rice and boys writing with pens?	both are dirty when they finish
Why are a bat and a streetlamp lighter alike?	both move about at nightfall
In what way is a morning glory like a newspaper?	we see them both in the morning
What is the resemblance between cherry blossom buds and an important letter?	it is hard to wait for both to be open
What is the resemblance between an autumn sky and poorly dyed cloth?	both change color easily
Why is a train like a postman with a pipe?	each goes along puffing smoke
What has six legs but walks with only four?	a man on horseback

---

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STATEMENTS I

1. If I can't understand their words when those people talk to me, then they don't know how to talk.
2. I can't be seen with a kid from that neighborhood.
3. Our school has the only good-looking girls in town.
4. People who live in the U.S. are the happiest people in the world.
5. It's too bad that Olivia Newton John isn't American.
6. Women are much more creative than men will ever be.
7. I don't understand how people can be so stupid as to believe the goofy ideas taught by that religion.
8. I never want to grow old because old people can't do anything for themselves.
9. We probably taught the Italians how to make spaghetti.
10. Football players are usually dumb!
11. The U.S. is richer than other countries because Americans work the hardest.
12. People who don't graduate from college shouldn't be allowed to vote.
13. All people should learn the English language.
14. They don't like us because they are jealous that we're so much better that they.
15. Japanese music sounds weird.
16. People who don't agree with me are idiots.
17. Hamburgers taste so good because they were invented in America.

c 1981 CTIR

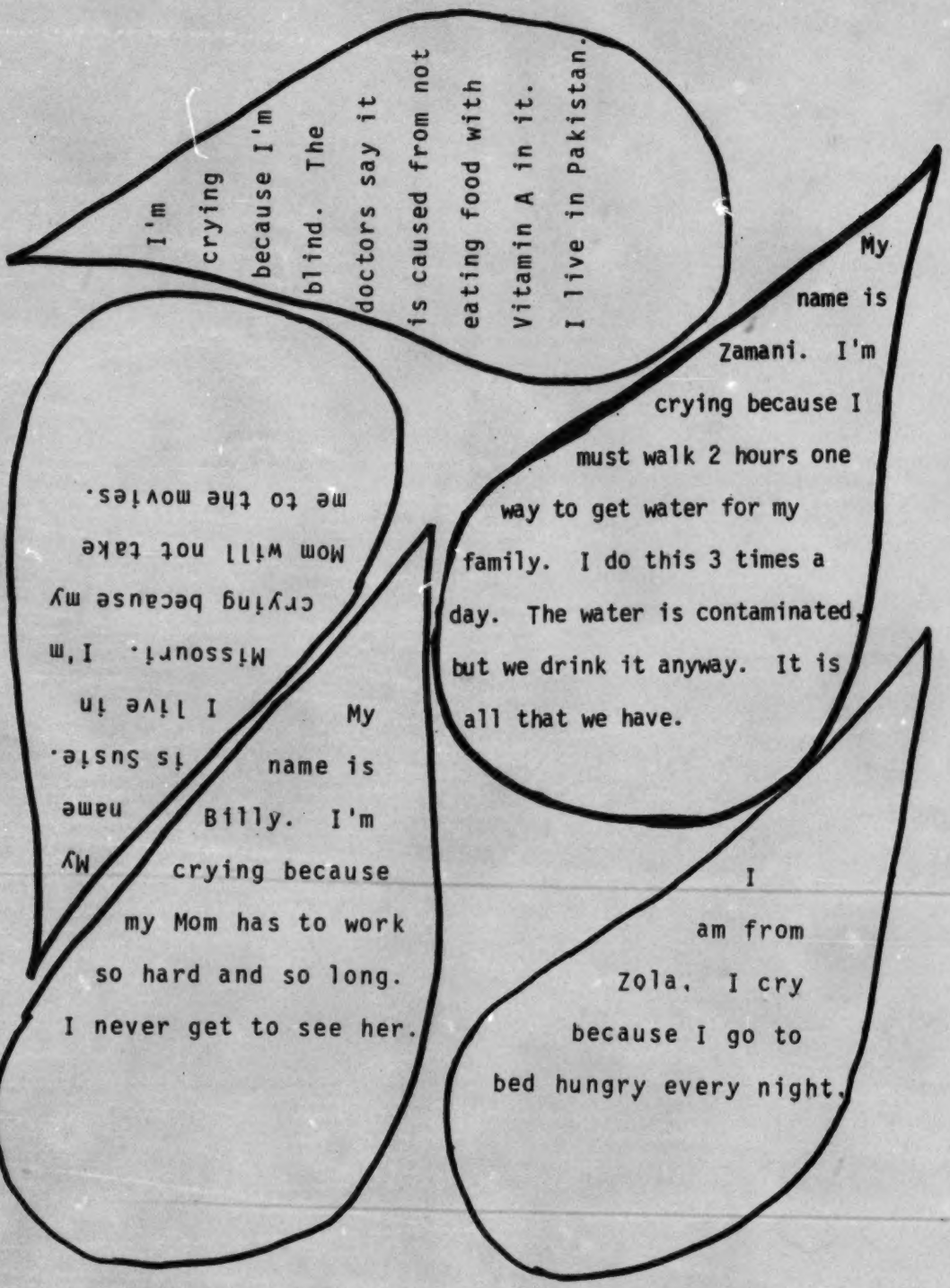
STATEMENTS II

1. I'm worried about so many immigrants moving into the United States.
2. People who jog are usually concerned about their health.
3. I don't understand why people harm their bodies by smoking.
4. Just because you don't get "A"s in school doesn't mean you're not smart.
5. They have their reasons for believing the way they do.
6. I prefer Mexican food to Italian food.
7. Different strokes for different folks.
8. Immigrant people can offer a lot to this country.
9. All people have the right to life, liberty, and the pursuit of happiness.
10. All students should have equal opportunity to earn an "A" in this class.
11. Beauty is in the eye of the beholder.
12. Some people are physically stronger than other people.
13. Everyone has something good about him or her.

c 1981 CTIR

TEAR DROPS

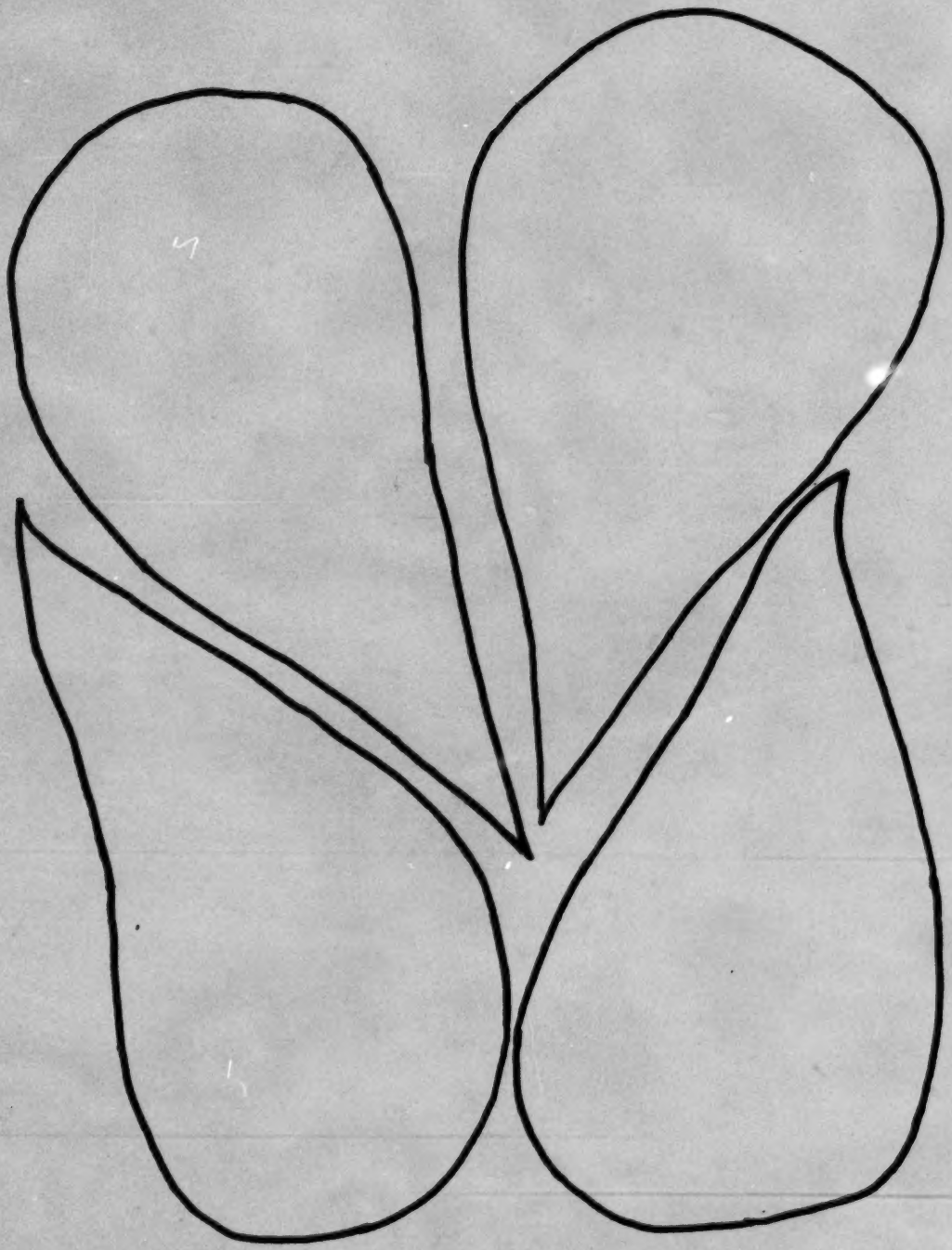
Handout #26


I'm crying because I'm blind. The doctors say it is caused from not eating food with Vitamin A in it. I live in Pakistan.
My name is Zamani. I'm crying because I must walk 2 hours one way to get water for my family. I do this 3 times a day. The water is contaminated, but we drink it anyway. It is all that we have.
My name is Billy. I'm crying because my Mom has to work so hard and so long. I never get to see her.
I am from Zola. I cry because I go to bed hungry every night.

c 1981 CTIR

PATTERN

Handout #27



c 1981 CTIR

JOKES

Someone asked: Well Jean-Claude, what do you think of your new baby brother?

Jean-Claude: If you want to know, there are a lot of things we needed more around this house!

1

Grandfather: Well, Habib, how is your position at School?

Habib: Very fine, Grandfather--center forward in soccer, and right back in studies.

2

"Papa, can you write in the dark?"

"Yes, I think so, though not to well."

"Then you had better turn the light off and sign my report card."

3

Son: Mon, why didn't you wake me up? I had left a note on the desk to wake me up at six in the morning.

Mother: I left a note there, too, to tell you to get up at six.

4

Teacher: Ali, when do you like school the best?

Ali: When it's closed, Sir.

5

"Where was the American Declaration of Independence signed?"

"At the bottom of the page."

6

Calf to Mother Buffalo: Mummy! Today I want you to jump many times.

Mother Buffalo: But why, my child?

Calf: Because I want to have a milk shake today.

7

Ahmed: "Doctor, a year ago when I had that infection in my foot, you told me not to get it wet."

Doctor: "That's true, Ahmed. What's your problem now?"

Ahmed: "I wanted to know if it's alright to wash my foot now?

8

Teacher: When was Rome built?

Max: In one night.

Teacher: What makes you think that?

Max: I've heard Rome wasn't built in a day.

9

Why does a dog wag his tail?

Because the tail cannot wag the dog.

10

c 1931 CTIR

A Woman had three dogs, one called "Earthquake," another called "Tidal Wave," and the other called "Lie."

One day the dogs ran away from the woman. The woman began to call: "Earthqua-a-ake!" All the people got very scared and began running.

Then she cried out, "Tidal Wa-a-ve!" All the people started climbing up the trees from fright.

Then she called out "Li-i-ie!" And then the people went and hit the woman._____ 11

How do you keep a skunk from smelling?

Hold his nose._____ 12

"Why don't you play soccer, Centipede?"

"By the time I have finished tying all my shoes, the game is over!"_____ 13

What is the difference between an elephant and a flea?

The elephant can have fleas but the flea can't have elephants.

_____ 14

What's the difference between lightning and electricity?"

"I don't know. What is?"

"Lightning's free!"_____ 15

Peanut sitting on a railway track; Its heart was all aflutter. An engine came around the curve--(Whistle) Peanut Butter!

_____ 16

Boy: Doctor, will I be able to play the violin after this cast comes off my wrist?

Doctor: Certainly, my son.

Boy: Wonderful! I've never been able to play the violin before.

_____ 17

A kind-hearted gentleman was passing by when he saw a small boy trying to reach a doorbell.

"Here, Sonny," he said. "I'll ring it for you. Now is there anything else I can do for you?"

"Just run as fast as you can," said the little boy. "That's what I'm going to do, Mister!"

_____ 18

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c 1981 CTIR

CHINESE KITCHEN GOD

Handout #29

CHINESE DRAGON

c 1981 CTIR

TV Advertising for Kids

1. HOW TV ADVERTISERS SELL TO KIDS

Lots of Happy Friends. Many children's commercials depict a setting in which a group of children happily play with one another. These ads subtly promise that the child viewer will never play alone with the toy. Ownership of the product will bring new friends and more acceptance.

Loveable Cartoon Characters. Advertisers take advantage of young children's love for cartoons. A silly but loveable cartoon character who gains the affections of youngsters can sell them anything.

Giveaways. Many advertisers insert in their product packaging free toys, prizes, or gadgets which appeal to kids. Instead of advertising the product on TV, they advertise the freebee. Breakfast cereals are the best example.

2. HOW TV ADVERTISERS SWINDLE KIDS

Magic. Food and toy ads often suggest that magic may happen when kids use a product. A symphony full of marvelous sounds will play inside the mouth when a Nestles Crunch candy bar is eaten. The taste of Alphabet cereal will deliver a child into magical Alphabet Land where "anything" can happen. TV ads are effective at convincing children their fantasies will come true in mysterious ways.

Distortions. Visual and Audio Effects

Size Relationships. TV can make the physical dimensions of a toy appear to be different than they really are. Toys often are much smaller than they appear on TV.

Maneuvers and Faster Speed. TV can use special effects to give a toy the appearance of doing something it cannot do. Dolls that do not walk can appear to walk without human help. Toy cars and battery-driven toys sometimes appear to move faster and perform stunts which they cannot do.

Sound Effects. Sound effects are used to heighten the appeal of the toy in the TV ad. This is common in ads for toy cars, trucks, electric trains, and slot cars.

c 1981 CTIR

3. HOW TO SPOT IRRESPONSIBLE TOY ADVERTISING

How does the toy work? If the ad does not specifically answer this question, proceed with care in purchasing the product. Does the ad include information such as whether the toy needs batteries, comes with instructions for operation, or must be assembled by the consumer?

What comes with the toy? Children's commercials that advertise a single toy often show it surrounded by accessories and other toys. This gives the impression that the accessories and extra toys are included in the purchase of the central product. Children's commercials also may neglect to mention whether batteries for operation or tools for assembly are included in the purchase of a toy.

4. DISCLAIMERS

Consumer pressure sometimes forces advertisers to provide product disclaimers, i.e., information such as whether a toy needs batteries or excludes accessories. A disclaimer protects consumers from being misled and protects advertisers from being accused of withholding important product information. But the wording of disclaimers is usually too sophisticated to be understood by young children. The following are example disclaimers that may be spoken or appear in print in a television commercial.

Partial assembly required. Children could better understand this phrase if it were put in simpler language such as, "You have to put the parts of this toy together yourself."

All sold separately. This actually means, "This toy does not come with all of the parts pictured. You have to buy each piece by itself."

Only in specially marked boxes. A better translation might read, "Only some boxes contain these (toys), so read each box carefully."

c 1981 CTIR

LOTS OF HAPPY FRIENDS

Handout#31

136

135

c 1981 CTIR

This ad uses loveable cartoon characters to sell the product.

c 1981 CTIR

131

LOVEABLE CARTOON CHARACTERS Handout #32

This ad promises a free prize.

132 c 1981 CTIR

Eat Robin Hood Crunchies and take a
magic journey into Sherwood Forest

c 1981 CTIR

TV makes the toy car look much bigger than it really is.

c 1981 CTIR

Writers of TV ads are paid a lot of money to make you want to buy what the ad is selling. They are very good at it. Here are some of the ways they do it.

Selling the Star. Famous TV and movie stars, athletes, and experts endorse the product on TV. After all, if it's good enough for a star, it's good enough for anyone!

The Wonder of Numbers. Numbers often say more than words: "Surveys show that 4 out of 5 dentists prefer Crest for their patients." "Lose up to 25 easy pounds in 25 days." "Why pay $4 when you can buy the same thing for $3.99?"

The Snob Job. These commericals suggest to people that using the product will make them "better" or more special than other people. Some products that separate the winners from the losers are perfume, jeans, shampoo, and sunglasses.

The Disappearing Act. These messages are TV's 60-second magic shows. One moment viewers are being told of someone's problem and the next moment the problem amazingly disappears due to a new miracle product. Miracles can happen to dirty kitchens, split hair ends, dirty shirt collars, boring meals, and friendless people.

c 1981 CTIR

The Fountain of Youth. These messages are for people who are afraid of growing old. They suggest that it is impossible to be happy unless you are young and then they promise that the product will help people to feel and look years younger.

A Million Laughs. Many of the most popular TV ads are those that make people laugh. People will buy the product because they like the humor.

Nature Appeal. The breath-taking scenery used in some ads can entice people into buying the product.

Beauty Sells. Commercials are full of fantastic looking people. Beautiful people are used for two reasons: it might make viewers believe that they will be as beautiful if they use the product, and beautiful people attract attention to the ad.

The Good Ol' Days. Many people want life to be just like it was in days gone by. Products that are advertised as "old fashioned" can be very appealing, especially to people who believe "they just don't make it like they used to."

c 1981 CTIR

New, New, New. Announcing a NEW, improved formula, NEW, miraculous ingredients, or a NEW invention is another technique for drawing attention. It's especially effective if the same actor who endorsed the product before it was NEW, endorses it as NEW. After all, NEW things are always better, aren't they?

Giveaways. Anything free is hard to turn down. That is why so many breakfast cereals and candy have giveaway prizes in them. Coupons and contests also catch the viewer's eye.

Catchy Phrases and Songs. Clever advertising songs become so familiar to people that they remember them when not watching TV. Some examples are "McDonalds is your kind of place," "Have it your way" (Burger King), "I'm a Pepper, he's a Pepper, wouldn't you like to be a Pepper, too?" "You asked for it, you got it, Toyota." If people remember the song, they will remember the product.

Honestly Sincere. These ads talk to viewers directly, with a comment that they will not waste the viewer's time with gimics. They may talk enthusiastically about the selling points of the product, bluntly compare the product with a competing brand, or humbly admit that the product isn't the answer to all problems. You can count on their promise that they would not "steer you wrong."

c 1981 CTIR

TASK CARDS

You are highly paid advertisement writers for TV. You have been hired to write a commercial for Jolly Lolly Pop Bubble Gum. This gum has a center of liquid lollipop flavoring that bursts at first chomp. The Gum Commission test results show that Jolly Lolly Pop Bubble Gum forms bubbles 1/16 of an inch larger than other brands. The gum is also noted for its long-lasting flavor.

Your problem is that there are three other leading brands of bubble gum that have liquid centers. Children who chew bubble gum tend to think that all bubble gums are alike. You must convince kids that Jolly Lolly Pop is better tasting, longer lasting, and more fun than all the other bubble gums.

The commercial must be exactly 30 seconds long. Best of luck!

Here is an idea on how to proceed:

1. Brainstorm several ideas. Have a group member take notes.
2. Select the best idea.
3. Outline the plan.
4. Outline the script.
5. Write script.
6. Plan costumes and props.

You are a group of top advertisement writers for TV. You have been assigned to write a commercial for Speedway Roller Skates. Speedway is a new brand on the market. The flourescent green wheels make the skate stand out from the other brands. A special lubricant makes the skates move at high speeds. Padded soles have been included for extra comfort.

Because roller skating is such a popular hobby with ages ten to fifteen, there are several competitors on the market. Speedway Roller Skates are priced at $5 higher than other name-brand skates because of their superior quality. You must convince viewers that these skates are worth the extra expense.

The commercial must be exactly 30 seconds long. Best of luck!

Here is an idea on how to proceed:

1. Brainstorm several ideas. Have a group member take notes.
2. Select the best idea.
3. Outline the plan.
4. Outline the script
5. Write script.
6. Plan costumes and props.

c 1981 CTIR

You are top writers for a very famous advertising firm. Your staff has been hired to create a TV ad for Glow-in-the-Dark Toothpaste. Glow-in-the-Dark has a laboratory tested formula for removing stains. The main appeal of Glow-in-the-Dark is its pink florescent color, that truely does glow in the dark. The target audience will be children of ages eight to twelve.

The taste, although not obnoxious, is not as pleasant as some of the sweet-tasting toothpastes for kids. Kids must be convinced of Glow-in-the-Dark's extraordinary appeal so they will not notice the drab taste. Otherwise, the sweet tasting competitors will easily put them out of business.

The commercial must be exactly 30 seconds long. Best of luck! Here is an idea on how to proceed:

1. Brainstorm several ideas. Have a group member take notes.
2. Select the best idea.
3. Outline the plan.
4. Outline the script
5. Write script.
6. Plan costumes and props.

You and your group are highly respectred writers for TV ads. The makers of Frosted Frizbees Cereal have hired you to write a television commerical for their product. The frisbee shape makes the cereal unique to all others. As milk is poured into the bowl each little frisbee swirls, resembling the motion of an actual frisbee. The sugar coating makes the taste popular with children.

The problem is that Frosted Frizbees is competing with other frosted cereals such as Mohammed Ali Nuggets, Disco Discs, and Krazy Krunchy Kritters. You must convince the buyers that Frosted Frizbees offer better taste and more fun at breakfast time than the other cereals.

Your other challenge is that you must hide the fact that most of the good taste of Frosted Frizbees is the high sugar content in the coating. Dentists and nutritionists discourage parents from buying sugared cereals. You must convince kids that Frosted Frizbees taste great without letting on how much sugar is in them.

The commercial must be exactly 30 seconds long. Best of luck! Here is an idea on how to proceed:

1. Brainstorm several ideas. Have a group member take notes.
2. Select the best idea.
3. Outline the plan.
4. Outline the script
5. Write script.
6. Plan costumes and props.

c 1981 CTIR

You are top writers for television commercials. *Multimillionaire* Admiral Flounder is offering you and your staff a high price to write a commercial for his fast-food outlets, The Admiral's Fried Clams. Fried clams are a fairly new fast-food item, making them unique in the fast-food market. The clams are graded top quality by the USDC (United States Department of Clams). The clams are fried in the Admiral's own special recipe batter with his own secret herbs and spices. The Admiral's Fried Clam outlets also offer Pacific fried potatoes, Atlantic apple fritters, and deep-sea cole slaw.

Although the Admiral's prices are fair, the many hamburger and taco chains give him a lot of competition. You must persuade TV viewers that there are good reasons to eat at The Admiral's Fried Clams, whether it be better service or better atmosphere.

The commercial must be exactly 30 seconds long. Best of luck! Here is an idea on how to proceed:

1. Brainstorm several ideas. Have a group member take notes.
2. Select the best idea.
3. Outline the plan.
4. Outline the script
5. Write script.
6. Plan costumes and props.

Your group is among the highest paid TV advertisement writers in the nation. You have been assigned to write a commercial for Kalipso Soda Pop. This carbonated soft drink is one of the best selling soft drinks on the market. It is sold in over 90 percent of the soda machines in the country and is distributed in eighteen countries in addition to the United States. Kalipso's unique blend of bittersweet gingerale and tangy citrus has been its strongest selling feature.

Competition between the leading soft drinks demands that new commericals, songs, and slogans be created constantly. Three of the competitors have recently released a new commercial on national TV. You must convince TV viewers that Kalipso is not just another soft drink. People must understand that Kalipso has a special flavor and feeling that the others cannot match.

The commercial must be exactly 30 seconds long. Best of luck! Here is an idea on how to proceed:

1. Brainstorm several ideas. Have a group member take notes.
2. Select the best idea.
3. Outline the plan.
4. Outline the script
5. Write script.
6. Plan costumes and props.

c 1981 CTIR

COMMERCIAL EVALUATION

Scoring

5 points for each correct answer on questions 1 and 2.
4 points if it is a winner and kids will want to buy it.
3 points if some kids might buy it.
2 points if hardly any kids will buy it.
1 point if it is a loser.

1. What was the name of the bubble gum? _____
2. What one thing do you remember about the gum? _____
3. How many kids will be persuaded to buy the gum? _____
4. If it was your product and you paid for the commercial, did you like it? _____

SCORE _____

1. What was the name of the roller skates? _____
2. What one thing do you remember about the skates? _____
3. How many kids will be persuaded to buy the skates? _____
4. If it was your product and you paid for the commercial, did you like it? _____

SCORE _____

1. What was the name of the toothpaste? _____
2. What one thing do you remember about it? _____
3. How many kids will be persuaded to buy it? _____
4. If it was your product and you paid for the commercial, did you like it? _____

SCORE _____

c 1981 CTIR

1. What was the name of the cereal? _____
2. What one thing do you remember about the cereal? _____
3. How many kids will be persuaded to buy the cereal? _____
4. If it was your product and you paid for the commercial, did you like it? _____

SCORE _____

1. What was the name of the fast-food? _____
2. What one thing do you remember about the food? _____
3. How many kids will be persuaded to eat here? _____
4. If it was your product and you paid for the commercial, did you like it? _____

SCORE _____

1. What was the name of the soda pop? _____
2. What one thing do you remember about it? _____
3. How many kids will be persuaded to drink it? _____
4. If it was your product and you paid for the commercial, did you like it? _____

SCORE _____

c 1981 CTIR

Find someone who:

HAS A DIFFERENT HAIR LENGTH OR HAIR CUT FROM LAST YEAR.	HAS A MOTHER OR FATHER WHO HAS REMARRIED.	LIKES A FOOD THAT THEY DIDN'T LIKE LAST YEAR.	HAS RECENTLY MOVED INTO A DIFFERENT HOME.
HAS A DIFFERENT BEST FRIEND THAN THEY DID LAST YEAR.	HAS USED A COMPUTER TO DO MATH.	HAS A PARENT WHO RECENTLY STARTED A NEW JOB.	IS WEARING A HAND-ME-DOWN FROM AN OLDER BROTHER OR SISTER.
DOESN'T PLAY A MUSICAL INSTRUMENT NOW, BUT THINKS THAT THEY WILL SOMEDAY	WEARS A DIFFERENT SIZE IN CLOTHES THAN ONE YEAR AGO.	HAS A BLACK AND WHITE T.V. AT HOME.	LIKES TO DO SOMETHING THAT THEY DIDN'T LIKE TO DO LAST YEAR.
HAS A BABY IN THEIR FAMILY, BORN IN THE LAST YEAR.	HAS IMPROVED IN A SPORTS SKILL.	HAS A NEW BUILDING IN THEIR NEIGHBORHOOD (A STORE, RESTAURANT HOUSE, ETC.)	HAS LEARNED TO DO THREE NEW THINGS IN SCHOOL THIS YEAR.

CHANGEOVER

Handout #39

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c 1981 CTIR

FACT OR OPINION

Handout #40

- The three boxes in the hall are exactly the same size.
- Flour is an ingredient used to make bread.
- I will never learn to add fractions.
- This soft drink will make you feel like you are on a cool, breezy island in the Caribbean.
- Boys are better runners than girls.
- The Soviet Union wants to take over the world.
- Jiffy is the best peanut butter I have ever eaten.
- The world will come to a horrible end in the year 2025.
- There really is no oil shortage--the oil companies are trying to make the American public think there is.
- All politicians are crooks.
- Water is made up of H_2O.
- They are asking too much money for cars today.
- You are really dumb!
- That is the best movie Robert Redford ever made.
- You get more for your money at Johnson Shoe Stores.

c 1981 CTIR

The Mysterious Disappearance of Twila Jones

Handout #41

Let's see how a little hype can make a story seem something that it is not. Read the story carefully. Do you think it is based on fact or opinion? Be prepared to support your position.

Friends say that they have visited the home of Miss Twila Jones only to be greeted by closed curtains, locked doors, and the empty echo of the doorbell. Twila Jones has mysteriously disappeared. No one seems to know for sure where she is, or the cause of her sudden disappearance.

She was last seen on the evening of the 25th. She attended a small gathering at a friend's house. A neighbor who attended the same party said that Twila spoke of a crushed relationship with her "close friend" known only as "Tom C." No further information has been available on the secret relationship, but Twila was quoted as saying "It was a hit-and-run thing, something I was totally unprepared for. . . ."

Many close friends interviewed are totally baffled and frightened by the disappearance of Twila Jones. Has she drowned herself in her sorrows? Is she mending a broken heart in solitude? Has she moved to start her new, independent life elsewhere? We all wait in anticipation.

Study Questions:

Is this story based more on fact or opinion?

Which parts of this story do you think are hype?

Could there be several ways to interpret this account?

What does the writer of this story want you to think caused Twila's disappearance?

What do you think happened to Twila?

c 1981 CTIR

The True Account of the Disappearance of Twila Jones

Handout #42

Twila Jones was watering her lawn on the evening of Thursday, the 24th. Her well-loved cat, named Tom C. (C is short for cat) was hit by an automobile. The next evening, Twila attended a Tupperware Party where she told her friend about the accident. Twila, saddened by the experience, decided to visit her mother, thirty miles away, for the weekend. Twila's mother has a cat who recently had a litter of kittens.

Read the story again.

What words and expressions are deceptive in the story?

What words did the author use to convince the reader that this story is a mystery about a tragic love affair?

c 1981 CTIR

Boys Do More Chores Around Home Than Girls

Contrary to popular belief, more boys help out at home than girls, a surprising new university survey of some 800 youngsters reveals.

"Most people think that girls work around the house but boys don't — but at every age, more boys than girls do household chores," declared Dr. David Brinkerhoff, assistant professor of sociology at the University of Nebraska.

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c 1981 CTIR

"For the group as a whole, 82 percent of the boys surveyed were found to be doing work around the house — compared to only 78 percent of the girls.

"The difference was most marked in the 10 to 14 age bracket, where we found 98 percent of the boys helping out at home as compared to only 92 percent of the girls.

"It was least significant in the 15- to 17-year-old age bracket, where there was only a 1 percent difference — 94 percent of the boys as against 93 percent of the girls."

Dr. Brinkerhoff's survey, in which the mothers and fathers of the 800 children were questioned, "dramatically contradicts those who say today's kids are lazy when it comes to housework," he said.

"A startlingly high percentage of children in today's home are required to do household chores, even when they're very young," he told The ENQUIRER.

— ARLINE BRECHER

NATIONAL ENQUIRER

What's Short & Bald With Long Arms & Silver Suit?

An Alien Creature From Outer Space, Says UFO Expert

You're driving along a dark road when suddenly in the glare of your headlights you see a short bald guy with a big head, long arms, sunken eyes and a slit mouth, wearing a silver-colored jump suit.

You're startled at his oddball appearance — and you should be. For you have just come across an alien creature from another world.

This is what alien beings look like, according to Leonard Stringfield, top UFO researcher for 30 years and author of "Situation Red, The UFO Siege."

Stringfield has analyzed eyewitness reports of hundreds of people who claim they've had close encounters with creatures from another planet. Some of the accounts were given while the eyewitnesses were hypnotized or undergoing lie detector examinations.

Gradually, a number of amazing similiarities began to emerge in their descriptions of what the alien beings looked like, Stringfield said.

"People from all walks of life who have seen these things seem to be describing one and the same thing," he said.

"I am firmly convinced that if you see an alien walking down the street, this is what they would look like:

"They are just little, pear-headed, goggle-eyed guys. There is no expression on their faces. Their eyes are sunken deeply, they have no eyebrows and no eyelids. The eyes look like two little, round, dark globes, with no pupils. They seem to be staring all the time, because they do not blink.

"The head is pear-shaped, like a dome, with a larger brain cavity than a man's. The forehead is broad, and there is no hair at all, anywhere on the body," Stringfield continued.

The creature's mouth is usually described as a small slit, which doesn't move much. Aliens do not use their mouths to eat or to talk but seem to communicate telepathically, Stringfield said.

"Some people describe a slight earlobe and others say there is no ear. Some indicate there's a slight protrusion for a nose, and others say there is no nose at all, just holes.

"The aliens average about 3½-to-4½ feet tall and they are very slim and narrow-shouldered, like a preadolescent boy. The skin is generally grayish beige, with an ashen tone, and is generally described as smooth, with no veins or muscles showing.

"Their arms are long and reach to their knees or mid-thighs. I have three descriptions of hands, some with three, four or five fingers, all with a slight webbing.

"They usually wear a garment of silverish-gray metallic cloth, which is a simple, one-piece jump suit with no zippers or buttons. The beings described seem to be all male. They are all the same, and this suggests that they may be laboratory clones."

— JOHN BLOSSER

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RIDDLE

Handout #44

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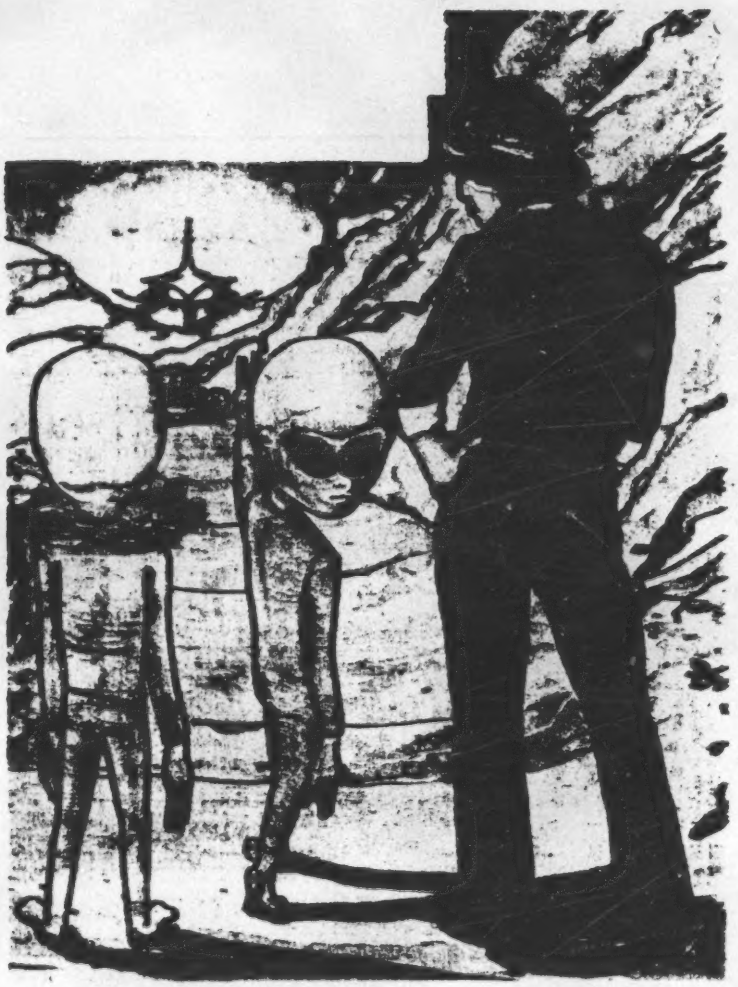
ALIEN CREATURE

Handout #45



ODDBALL APPEARANCE: When a human bumps into a being from another planet he can expect him to look like the two small weird-looking figures pictured here.

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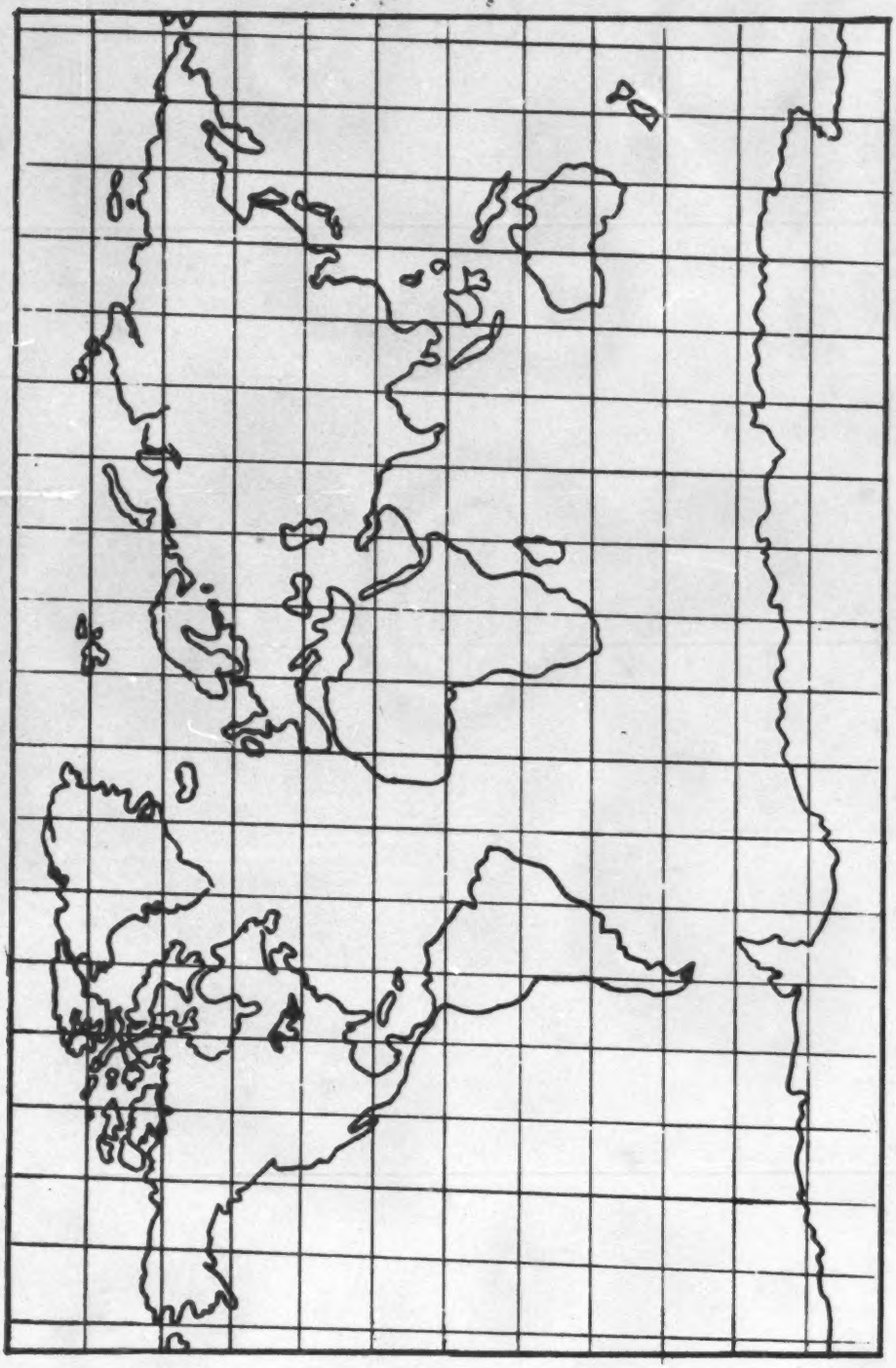
GAMEBOARD MAP

Handout #46



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EVALUATION QUESTIONNAIRE

The Center for Teaching International Relations is interested in receiving your comments regarding these materials. Please fill out this questionnaire and return it to the address below.

1. Which of the activities in Teaching Global Perspectives did you find most useful, and why?

2. Which of the activities did you find least useful, and why?

3. What suggestions do you have for improving this unit?

If you have materials on global awareness that you or your school district have developed and wish us to look them over and consider them for publication, feel free to send us copies.

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